Pro-Core+ School Enrollment and Testing Procedures: School Reports Program With On-Track Data Tool Module

User's Manual

Version 11.0

Computers in Education, Inc.
The Writer's Menu ©2014

Table of Contents

Pro-Core Assessment System: Preparations Overview
Online vs. Paper-Pencil Testing **Flowchart**. iii

Order Form and Data Files for ONLINE Enrollment
Online Procedures **Checklist** A-1
Completing Your Online Enrollment **Order Form** B-1
Online Test Selections B-2
Completing your **Data File** for Direct Online Enrollment C-1
Grouping and Organizing Students, Teachers, and Classes C-2
Entering Student Subgroup (Demographic) Information C-3
Completing your On-Track Data Tool Spreadsheet C-6

Administering the Pro-Core ONLINE Assessments
Instructions for the Test Coordinator/Administrator D-1
Guidelines for Administering the Assessments D-1
Main Menu Pro-Core Report Descriptions D-2

Order Form and Data Files for PAPER-PENCIL Assessments
Paper-Pencil (Response Scan Sheet) Procedures **Checklist** E-1
Selection your Paper-Pencil Testing **Order Form** Options. F-1
Estimating your Scan Sheet Counts F-3
Paper-Pencil Test Selections (page 2) G-1
Completing your **Data File** for Scan Sheet Pre-Printing G-1
Grouping and Organizing Students, Teachers, and Classes G-2
Organizing your Data File for Scan Sheet Pre-Printing G-3
Entering Student Subgroup (Demographic) Information G-5
Completing your On-Track Data Tool Spreadsheet G-8

Administering the Pro-Core PAPER-PENCIL Assessments
Instructions for the Test Coordinator H-1
Guidelines for Securing the Assessments H-1
Instructions for the Test Administrator H-5
Main Menu Pro-Core Report Descriptions H-8

Pro-Core School Reports Program (FileMaker Pro) User Manual
Modes of Operation I-1
Main Menu, School & Class/Teacher Reports; Import prodata.new I-2
Additional Reports Menu I-3
Administrator's Menu Buttons
Magnify Screens I-4
On-Track Module I-4
Records & Test Data I-4
Test Analysis I-5

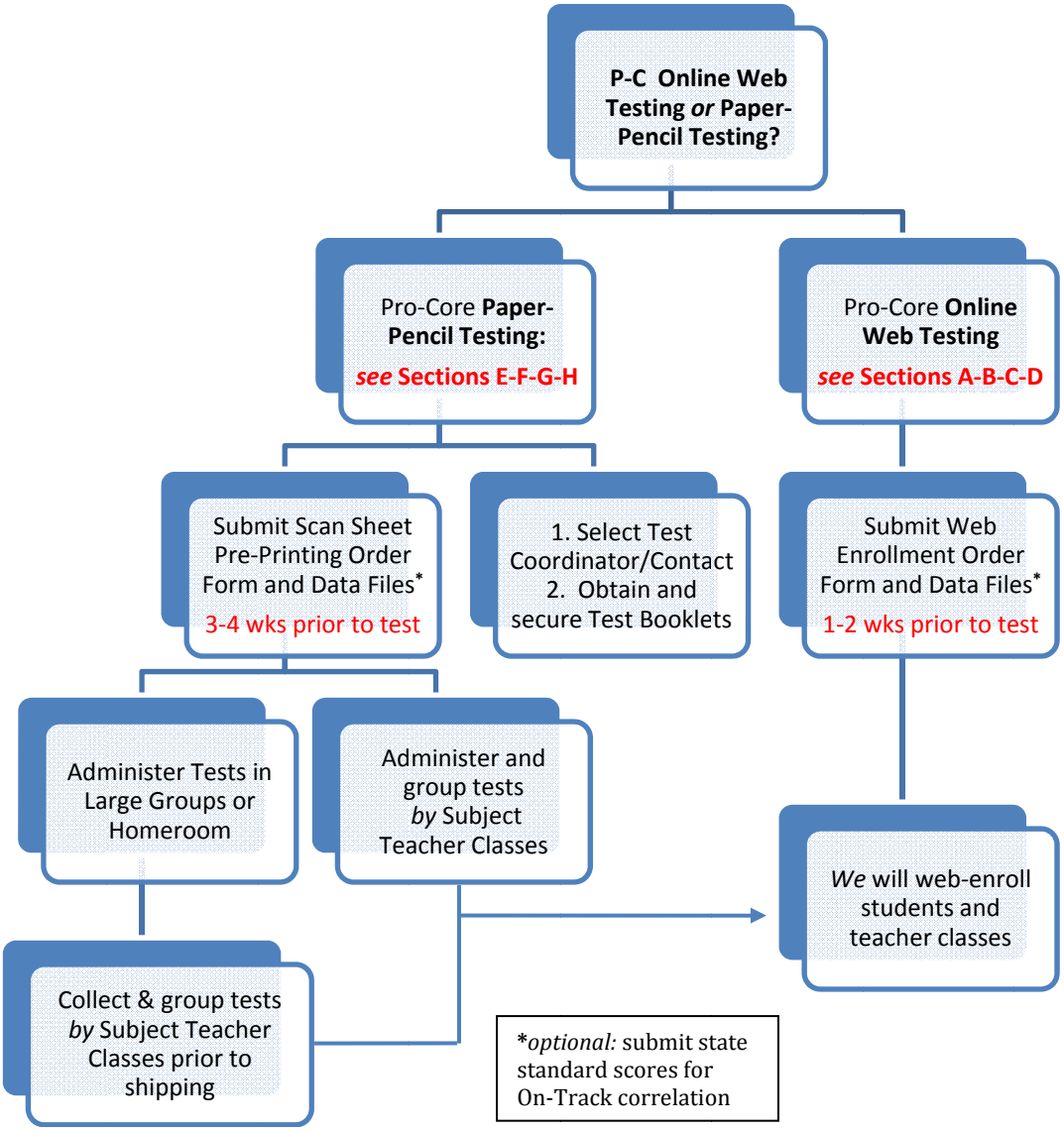
Students List I-5
Teachers List I-5
Resources I-5
Backup Scripts and School Data Restore I-5
Quick Reports Menu I-6
Recovering Damaged Files I-6
Menus for Viewing, Printing Reports I-7
Reports Menus: School; Class/Teacher; Subject/Test I-8
Printer Trouble-Shooting I-10
Manual and Scan Sheet Entry of Student Data I-11
Test Analysis Module I-15
Teachers List Module I-17
Students List Module I-18
On-Track Module I-19

Appendices

A. Sample School, Class/Teacher, Subject/Test Reports
B. Sample School and District On-Track Reports
C. Pro-Core Order Forms and Scan Sheet Samples

Pro-Core+ Assessment System –Preparations Overview

In order to take advantage of the full power of the Pro-Core+ Assessment system, we recommend that your students be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups. Student state standard scores may also be submitted for the *new* Pro-Core+ On-Track data tool correlation report.


P-C Online Web Testing or Paper-Pencil Testing?
Pro-Core Paper-Pencil Testing:
see Sections E-F-G-H
Pro-Core Online Web Testing
see Sections A-B-C-D
Submit Scan Sheet Pre-Printing Order Form and Data Files*
3-4 wks prior to test
1. Select Test Coordinator/Contact
2. Obtain and secure Test Booklets
Submit Web Enrollment Order Form and Data Files*
1-2 wks prior to test
Administer Tests in Large Groups or Homeroom
Administer and group tests by Subject Teacher Classes
We will web-enroll students and teacher classes
Collect & group tests by Subject Teacher Classes prior to shipping
*optional: submit state standard scores for On-Track correlation

Non-Web-First enrollment students administered the Pro-Core paper-pencil tests will be enrolled in the Pro-Core Short Cycle Web System based on how the test response scan sheets are grouped. We recommend they be grouped by individual subject teacher classes when they are returned for scoring.

Refer to the ***Pro-Core User's Guides***, available in pdf format from the Pro-Core website: http://www.pro-core.us/support.html

Pro-Core^{+} Assessment System – Online Procedures Checklist

In order to take advantage of the full power of the Pro-Core^{+} Assessment system, we recommend that your students be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

Preliminary Preparations

- ☐ Contact Ben Hemingway when your Purchase Order is forthcoming.
- ☐ Download the relevant sections from the **Pro-Core User Manual** from the Pro-Core website: http://pro-core.us/manuals.html
- ☐ Ben will contact TWM Services: Frank Cotturo will email you a Pro-Core **Order Form**. Included will be a school **Data File *template*** for student and teacher enrollment.

At least one week prior to your planned testing date

- ☐ Return your Order Form and school Data File to TWM Services (Frank Cotturo) Be sure to include your planned Beginning and Ending Dates for the Form A pre-test
- ☐ Your students and teacher classes will be automatically enrolled into the system, and your Contact Person will be sent teacher and student log-in information.

Before your planned testing date

- ☐ Work with teachers and students in becoming familiar with the Pro-Core system by using the Teacher and Student pages and samples from the online **Pro-Core SCWA Guides**
  - Teachers should log into the system to confirm their classes and enrollments.
  - Students should log into the system to confirm their class assignments and take the Practice Test

During the diagnostic pre-test:

- ☐ Follow the instructions for Test Administrators in the **Pro-Core User Manual**, Section D
- ☐ Inform students that they will be allowed to submit their completed test only one time.

After the test:

- ☐ The Pro-Core^{+} School Reports program and test results will be sent to you and posted in each teacher's online grade book within 3 days after your *official* test Ending Date.

*NOTE:

- Pro-Core technical assistance is provided at no additional charge.
- After the initial Pro-Core student and teacher enrollments, school personnel will be responsible to *manually* add new students or teacher classes or to move students to new classes. Instructions are available in the online **Pro-Core SCWA Administrator and Teacher Guides**

Contact Information:

Ben Hemingway, CEO Hemingway@pro-core.us 513.827.0363 (office, cell & fax)
Pro-Core^{+} Online Assessment System
Frank Cotturo, TWMS@windstream.net Technical help for data file enrollment and Pro-Core^{+} School Reports, 440.298.1511 (10 a.m.- 5 p.m., Mon.-Sat.),

Completing your Order Form
For Online Enrollment and Testing

The Pro-Core Order form is a MS Word document template that allows you to save the form with your information in a standard Word document (.doc) format. Simply select or type your responses directly in the spaces provided on the form.

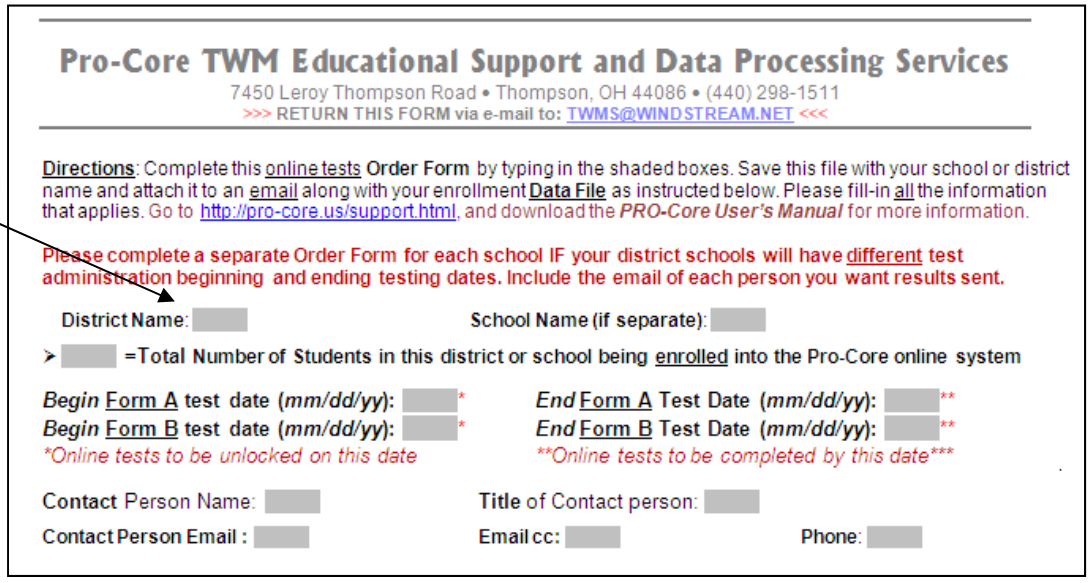
If you are administering the Pro-Core Form A diagnostic pre-test and Form B interim/post-test online, you need only complete the one-page order form. If you intend to administer paper-pencil assessments, go to the Section C of this Manual for information on the 2-page form.

Completing Your Pro-Core Order Form and Online Test Selections

Be sure to complete all the requested information on your Pro-Core Order Form. Missing information may delay your teacher and student enrollments.

- Enter your district and school name
- Enter the total number of individual students being enrolled
- Identify your Administrator or Test Coordinator to whom you want the Pro-Core+ School and On-Track Reports sent. (Contact Person)

Type your responses in the shaded areas



Pro-Core TWM Educational Support and Data Processing Services

7450 Leroy Thompson Road • Thompson, OH 44086 • (440) 298-1511

>>> RETURN THIS FORM via e-mail to: TWMS@WINDSTREAM.NET <<<

Directions: Complete this online tests Order Form by typing in the shaded boxes. Save this file with your school or district name and attach it to an email along with your enrollment Data File as instructed below. Please fill-in all the information that applies. Go to http://pro-core.us/support.html, and download the *PRO-Core User's Manual* for more information.

Please complete a separate Order Form for each school IF your district schools will have different test administration beginning and ending testing dates. Include the email of each person you want results sent.

District Name: School Name (if separate):

➢ =Total Number of Students in this district or school being enrolled into the Pro-Core online system

Begin Form A test date (*mm/dd/yy*): * *End* Form A Test Date (*mm/dd/yy*): **

Begin Form B test date (*mm/dd/yy*): * *End* Form B Test Date (*mm/dd/yy*): **

Online tests to be unlocked on this date* ***Online tests to be completed by this date**

Contact Person Name: Title of Contact person:

Contact Person Email : Email cc: Phone:

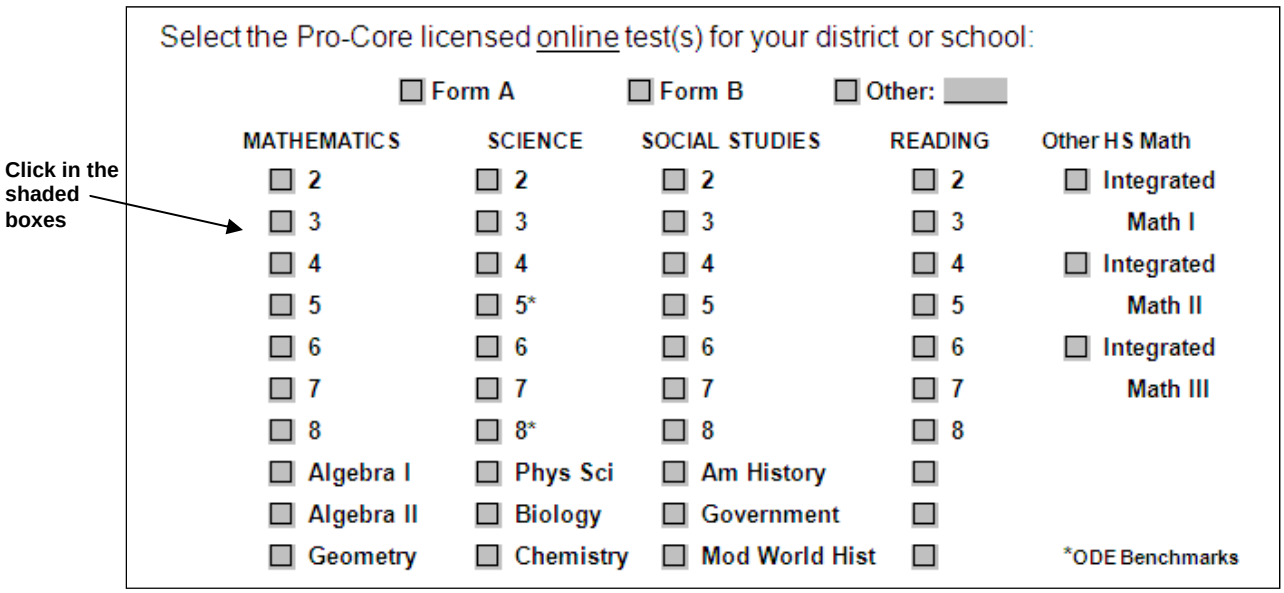
Normally, you will complete ONE form for *each school* administering the assessments.

Pro-Core **Form A** tests are usually administered at the beginning of the year as a diagnostic *pre-test*. Pro-Core **Form B** tests are normally given later in the year as an interim or *post-test.* Pre- and post-test score differences are shown in reports in both the Pro-Core School Reports program and in the Pro-Core Short Cycle Web Assessments program.

Please be aware that students will NOT be able to begin using the P-C online Short Cycle Assessments system until AFTER the Form A pre-tests are administered

"On Track" student growth and teacher effectiveness reports require that BOTH Form A and Form B tests are administered.

Select the tests you will be administering:



In order to take advantage of all the special features of the Pro-Core system, we recommend that you group, enroll and/or test your students by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

***See* Section C titled "Grouping Students and Organizing Your School Data File" for information on setting up and organizing your data file.**

After filling-in all the requested information. Save the document with your school name and send it as an email attachment to: **TWMS@WINDSTREAM.NET**

Completing Your Data File
For Direct Online Enrollment

To begin using the Pro-Core (PC) assessment system, your students, teachers, and classes must be enrolled into the Pro-Core online system. We will complete your schools enrollments if you provide a **data file** with the required information.

You will be emailed two documents: (1) an **Order Form**, and (2) a **Data File** template.

Instructions for completing the Order Form for online testing are found in *Section B*. Instructions for completing the data file for online enrollments are found *here*.

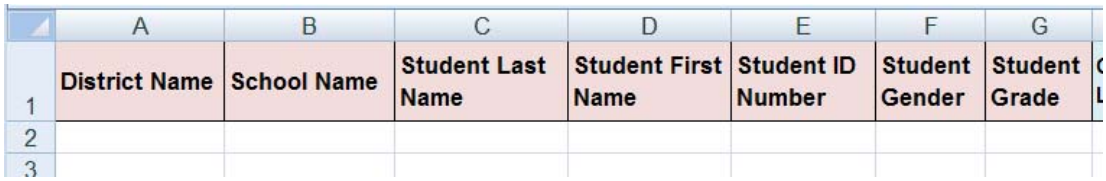
This section deals with completing the Data File template. Pay particular attention to the section below titled "Grouping Students and Organizing Your Data File."

In order to take advantage of the full power of the Pro-Core Assessment system, we recommend that your students be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

Completing Your Data File Spreadsheet

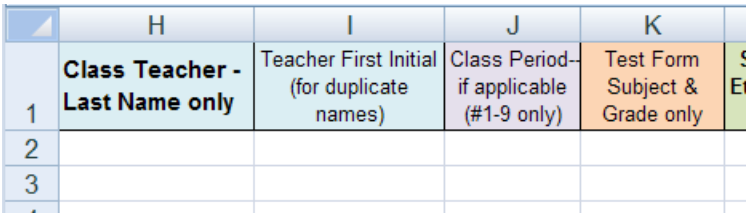
The **Pro-Core Data File.xls** is an Excel spreadsheet *template* that you can use to collect the required student and teacher data. Some of the data is optional, but the data file itself is REQUIRED for us to enroll your students and teachers.

You should email your Order Form and school Data Files at least **1 week prior** to your planned initial online system log-in date so that we may set up classes in a timely manner.



	A	B	C	D	E	F	G
1	District Name	School Name	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade
2							
3							

- Column A—district name
- Column B—school name
- Column C—student last name
- Column D—student first name
- Column E—**unique Student ID.** This number must match the student's SCWA enrollment log-in ID number with the student's response sheet ID. Up to 9 digits.
- Column F—student's gender
- Column G—student's grade level



	H	I	J	K
1	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period-- if applicable (#1-9 only)	Test Form Subject & Grade only
2				
3				

- Column H—class (subject) teacher's last name ONLY
- Column I—class (subject) teacher's first name INITIAL. This is needed for online enrollment if two teachers in the school have the same last name
- Column J—class period-group. Use only numbers 1 to 9. This is needed for online enrollment if the teacher has more than one different class in the same subject.
- Column K—Test Form subject and grade. This is REQUIRED for web-first enrollment. **Use these abbreviations: Math=M; Sci=S; SocSt=C; Read=R**

	L	M	N	O	P	Q
1	Subgroup1: Ethnic/Racial Indicator	Subgroup2: LEP Indicator	Subgroup3: Disadvantaged Indicator	Subgroup4: Special Ed Indicator	Subgroup5: Gifted Indicator	DataMap: OAA or OGT Score
2						
3						

- Columns L-P—student's Demographic Subgrouping Codes
  See the section below **"Entering Subgroup Special Codes in the School's Data File"**
- Column Q—*optional* student's State Test Scores for the PC ***On-Track*** program

Grouping and Organizing Students, Teachers, and Classes

In order to take advantage of the full power of the Pro-Core Assessment system, we recommend that your students be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

There are two ways to organize your data depending on whether (a) a teacher teaches a "self-contained" class group (two or more subjects with the same group of students—the same students with the same teacher is common in elementary schools), or whether (b) the teacher teaches "non-self-contained" classes (the same subject with different groups of students in more than one class—students a with different teacher in each subject is common in secondary schools). Either grouping requires that a student have one *record* in the data file for each class in which s/he is enrolled.

A. See the example below for students in **self-contained classes**

Same students in same Teacher class group

Teacher #1

Teacher #2

Same students in same Teacher class group

Teacher #3

	C	D	E	F	G	H	I	J	K
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period--if applicable (#1-9 only)	Test Form Subject & Grade only
2	Hensley	Ashley	190681	F	2	BROWN	R		M2
3	Sharpe	Alisha	179116	F	2	BROWN	R		M2
4	Silyuk	Anastasia	189292	F	2	BROWN	R		M2
5	Sutton	Blake	181563	M	2	BROWN	R		M2
6	Hensley	Ashley	190681	F	2	BROWN	R		R2
7	Sharpe	Alisha	179116	F	2	BROWN	R		R2
8	Silyuk	Anastasia	189292	F	2	BROWN	R		R2
9	Sutton	Blake	181563	M	2	BROWN	R		R2
10	Burger	Allen	181465	M	3	SMITH			C3
11	Harrison	Amanda	183778	F	3	SMITH			C3
12	Spaulding	Leslie	187899	M	3	SMITH			R3
13	Webb	Malcolm	190254	M	3	SMITH			R3
14	Baker	Aaron	181671	M	4	BROWN	S		S4
15	Caballero	Yvonne	188601	F	4	BROWN	S		S4
16	Cantrell	Andrew	182015	M	4	BROWN	S		S4
17	Martin	Deshaun	190544	M	4	BROWN	S		S4
18	Baker	Aaron	181671	M	4	BROWN	S		C4
19	Caballero	Yvonne	188601	F	4	BROWN	S		C4
20	Cantrell	Andrew	182015	M	4	BROWN	S		C4
21	Martin	Deshaun	190544	M	4	BROWN	S		C4

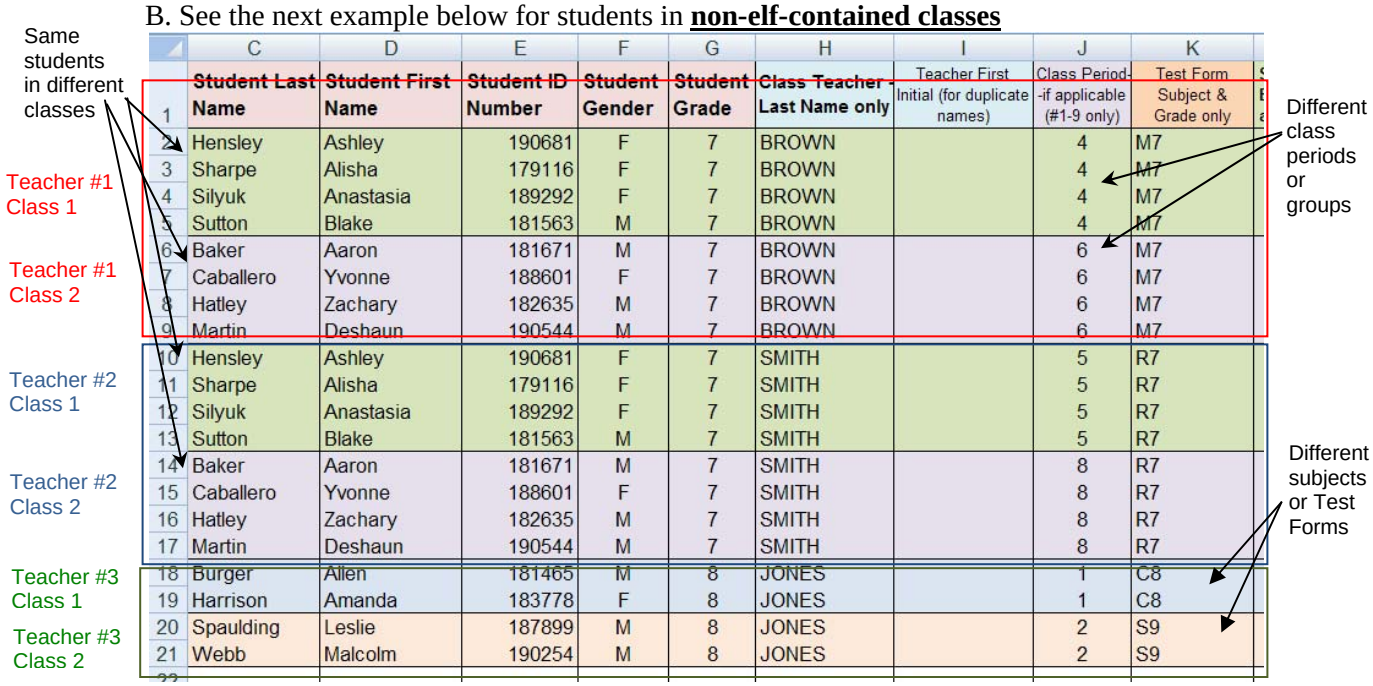
Self-Contained Teacher Classes

Teachers with same Last Name

Self-Contained Teacher Classes

In the above class sample there are 20 students, 3 teachers, and 6 classes. Teachers BROWNR and BROWNS classes are self-contained. SMITH's classes are not.

B. See the next example below for students in **non-elf-contained classes**


Same students in different classes
Teacher #1 Class 1
Teacher #1 Class 2
Teacher #2 Class 1
Teacher #2 Class 2
Teacher #3 Class 1
Teacher #3 Class 2
Different class periods or groups
Different subjects or Test Forms

	C	D	E	F	G	H	I	J	K
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period- -if applicable (#1-9 only)	Test Form Subject & Grade only
2	Hensley	Ashley	190681	F	7	BROWN		4	M7
3	Sharpe	Alisha	179116	F	7	BROWN		4	M7
4	Silyuk	Anastasia	189292	F	7	BROWN		4	M7
5	Sutton	Blake	181563	M	7	BROWN		4	M7
6	Baker	Aaron	181671	M	7	BROWN		6	M7
7	Caballero	Yvonne	188601	F	7	BROWN		6	M7
8	Hatley	Zachary	182635	M	7	BROWN		6	M7
9	Martin	Deshaun	190544	M	7	BROWN		6	M7
10	Hensley	Ashley	190681	F	7	SMITH		5	R7
11	Sharpe	Alisha	179116	F	7	SMITH		5	R7
12	Silyuk	Anastasia	189292	F	7	SMITH		5	R7
13	Sutton	Blake	181563	M	7	SMITH		5	R7
14	Baker	Aaron	181671	M	7	SMITH		8	R7
15	Caballero	Yvonne	188601	F	7	SMITH		8	R7
16	Hatley	Zachary	182635	M	7	SMITH		8	R7
17	Martin	Deshaun	190544	M	7	SMITH		8	R7
18	Burger	Allen	181465	M	8	JONES		1	C8
19	Harrison	Amanda	183778	F	8	JONES		1	C8
20	Spaulding	Leslie	187899	M	8	JONES		2	S9
21	Webb	Malcolm	190254	M	8	JONES		2	S9

In the above class sample there are 20 students, 3 teachers, and 6 classes. The classes are not self-contained.

In online enrollments, class period numbers must be used to identify different class groups of students; otherwise, students will be enrolled as one large subject class group. Use only numbers between 1 and 9.

To avoid confusion, we recommend that Pro-Core tests be administered in each individual teacher's classroom.

Acceptable data file formats are Excel spreadsheet or ASCII (plain text)—either tab-delimited or comma-delimited.

Entering Subgroup Special Codes in the School's Data File

In addition to Grade and Gender "fields", there are five special code fields in the school's data file template that can be used to indicate student demographic subgroups. This data is not required, but is very useful if you wish to compare Pro-Core test results across the various demographic areas. ((*GO TO the next page for Special Codes information*)

	K	L	M	N	O	P	Q
	Test Form Subject & Grade only	Subgroup1: Ethnic/Racial Indicator	Subgroup2: LEP Indicator	Subgroup3: Disadvantaged Indicator	Subgroup4: Special Ed Indicator	Subgroup5: Gifted Indicator	DataMap: OAA or OGT Score
	M7	5	1	2	1		403
	M7	2			1		373
	M7	3	1				383

DataMap: OAA or OGT student score

Column Q is used for students' state standard scores for schools wanting to *correlate* state test results with the Pro-Core **On-Track** program; otherwise, leave it blank. *Contact Ben Hemingway for more information about the On-Track correlation reports.*

Entering Subgroup Special Codes in the School's Data File

In addition to Gender and Grade *fields*, there are <u>five</u> Special Code fields in the school's data file template that can be used to indicate student demographic subgroups.

In the example below, the first student is an **American Indian** with **Limited English Proficiency**, **Academically Disadvantaged** with **IEP** accommodations = Code **51210**

Special Codes Fields

	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period- -if applicable (#1-9 only)	Test Form Subject & Grade only	Subgroup1: Ethnic/Racial Indicator	Subgroup2: LEP Indicator	Subgroup3: Disadvantaged Indicator	Subgroup4: Special Ed Indicator	Subgroup5: Gifted Indicator
2	Hensley	Ashley	190681	F	7	SMITH		4	M7	5	1	2	1	
3	Sharpe	Alisha	179116	F	7	SMITH		4	M7	2			1	
4	Silyuk	Anastasia	189292	F	7	SMITH		4	M7	3	1			
5	Baker	Aaron	181671	M	7	JONES		6	M7	1		1	1	
6	Caballero	Yvonne	188601	F	7	JONES		6	M7	1				
7	Hatley	Zachary	182635	M	7	JONES		6	M7	2				1

Sample School Data File with Subgroups

The codes in Columns L – P are converted to "real" words or abbreviations on Pro-Core reports.

Below is a summary of the five Pro-Core Subgroup Codes and field placement. *See the complete list of ODE Codes and descriptions on the following page.*

ETHNIC/RACIAL GROUP CODES (field 1):
- 1 - White (non-Hispanic, non-Latino)
- 2 - African-American (non-Hispanic, non-Latino)
- 3 - Hispanic or Latino
- 4 - Asian or Pacific Islander
- 5 - American Indian or Alaskan Native
- 6 - Multiracial

LIMITED ENGLISH PROFICIENCY GROUP (field 2):
- 1 - Limited English Proficiency (LEP)

DISADVANTAGEMENT GROUP (field 3):
- 1 - Economically Disadvantaged
- 2 - Academically Disadvantaged (CTAE students only)
- 3 – Economically and Academically Disadvantaged

SPECIAL EDUCATION GROUP (field 4):
- 1 - IEP/SWD/504 Plan Accommodation(s)

GIFTED GROUP (field 5):
- 1 – Gifted

(see detailed Special Codes information on the next page)

ODE = Pro-Core+ Student demographic and other subgroup fields.

Below are the "official" fields and alpha-numeric codes the ODE uses in EMIS Records.

Pro-Core will convert/use only the codes listed below in the Subgroup fields in your School Data File.

ELEMENT (Field)	**CODES: ODE = PC**
Student ID [numeric code]	Locally determined [up to 9 digits]
Grade [numeric code]	01 – 12 grade level
Gender [alpha code]	M – Male = **M** F – Female = **F**
Racial/Ethnic Group [PC Subgroup field 1]	W - White (Non-Hispanic) = **1** Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East. B - Black (Non-Hispanic) = **2** Persons having origins in any of the black racial groups in Africa. H - Hispanic = **3** Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. A - Asian or Pacific Islander = **4** Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa. I - American Indian or Alaskan Native = **5** Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. M - Multiracial = **6** Persons having origins in two or more of the above options.
Limited English Proficiency [PC Subgroup field 2]	N – No, the student is not of Limited English Proficiency = **0** Y – Yes, the student is of Limited English Proficiency and was enrolled in US Schools for the first time BEFORE the first day of the current school year. = **1** L – Yes, the student is of Limited English Proficiency and was enrolled in US Schools for the first time on or after the first day of the current school year. = **1** M – LEP – Trial-Mainstream, the student is of Limited English Proficiency and in his/her trial-mainstream period. = **1**
Disavantagement [PC Subgroup field 3]	N or * - not applicable = **0** 1 - Economic disadvantagement = **1** 2 - Academic disadvantagement (CTAE students only) = **2** 3 - Both Economic and Academic disadvantagement = **3** (CTAE students only)
Special Education [IEP/SWD/504 Plan] [PC Subgroup field 4]	N or ** - not applicable = **0** Y or 01-15 [various conditions/services/options] = **1**
Gifted Identification [in specific area] [PC Subgroup field 5]	N – No = **0** Y – Yes = **1**

See Appendix A for a Sample School Subgroup Summary Report.

Pro-Core^{+} – "On-Track" Test Correlation Data Tool File Set-up

In order to generate *Pro-Core* On-Track data tool customized correlations between your school's results on the State Achievement or Graduation Tests and your school's *Pro-Core* Form A and Form B assessments, we need your State test standard scores *and* the *Pro-Core* student information (names and IDs) that match on both tests.

Below are three sample spreadsheet setups with the required data fields based on whether the Student IDs you used on the Pro-Core Tests **match** the State Assessment Student IDs.

Sample1 – Matching Student IDs (horizontal layout)
If the Student IDs used on the *Pro-Core* Tests match the Student IDs used on the State Tests, the student names are not required in your spreadsheet which contains only the State test Standard Scores for each test.*

SCHL_Name	LastName	FirstName	StudentID	Grade	R_Score	M_Score	SS_Score	S_Score
City High School	Bourne	Jason	6898915	10	403	373	383	389
City High School	Brown	James	9996947	10	493	457	440	429
City High School	Bueller	Ferris	7298468	10	493	466	463	456
City High School	Cody	William	6998285	10	411	435	440	447

*IF the Student IDs do NOT match on both the Pro-Core and State Tests, then a student name must be included so that we can attempt to make a Name-ID match between both tests.

Sample 2 – Matching Student IDs (vertical layout)
This setup is essentially the same as the one above, except the spreadsheet records are organized vertically with an identifying **code** to indicate the state test subject and grade.

SCHL_Name	LastName	FirstName	StudentID	OHTest	Score
City High School	Bourne	Jason	6898915	R10	403
City High School	Bourne	Jason	6898915	M10	373
City High School	Bourne	Jason	6898915	SS10	383
City High School	Bourne	Jason	6898915	S10	389
City High School	Brown	James	9996947	R10	493

Sample 3 – Anonymous Student Test Results
Data sent for processing without identifying Student IDs or Student Names should include matching State Standard Scores and Pro-Core (PC) Form A and B test percent scores.

SCHOOL	ST_ID	GR.	READ.	PC-A	PC-B	MATH	PC-A	PC-B	SCI.	PC-A	PC-B	SocSt	PC-A	PC-B
Local High Sch	1	10	420	65.8	65.8	432	46	60	434	65	70	433	52.5	65
Local High Sch	2	10	414	61.4	49.1	437	46	62	413	45	55	442	47.5	40
Local High Sch	3	10	420	62.3	54.4	432	46	50	420	45	70	435	70	55
Local High Sch	4	10	438	63.2	62.3	426	46	58	427	32.5	40	428	47.5	35
Local High Sch	5	10	440	71.9	75.4	442	46	72	413	55	77.5	419	52.5	60
Local High Sch	6	10	438	58.8	62.3	416	50	56	429	37.5	47.5	424	40	50

On-Track Data Tool files may be sent in a standard Excel spreadsheet (.xls or .xlsx) or comma-delimited (.csv) data file attached to an email to:

Ben Hemingway, *Pro-Core*: hemingway@Pro-Core.us
cc. Frank Cotturo, Support Services: twms@windstream.net

Administering the Pro-Core
Online Assessments

This section contains information about recommended procedures for administering the Pro-Core online tests Form A or Form B.

- Instructions for the Test Coordinator (Principal or Contact Person)
- Instructions for the Test Administrator (Teacher)
- Selected Pro-Core Report Descriptions

Instructions for the Test Coordinator/Administrator

*__IMPORTANT__: Pro-Core Security Guidelines require that the school's Test Coordinator/Contact Person or Administrator is responsible for monitoring the pre- and post-tests. No previewing of the pre- or post-tests is allowed. No printed or "alternate media" copies of the pre- and post assessment must be made to maintain assessment security.

BEFORE THE ASSESSMENTS:

1. You will receive a list of teacher and student user names and passwords for logging into the online Pro-Core Assessment System
2. Teachers should log into the system a week before the Form A diagnostic pre-test is administered to confirm teacher class and student enrollment are accurate, and to become familiar with the various system features and commands.*
3. Students should then be allowed to log into the system. A "Practice Test" is available so that students may become comfortable with answering questions and submitting responses.* Students should:
   - Become familiar with messages, like "You have not answered all the questions."
   - Know the difference between SAVE TEST and FINISH TEST.
   - Know that Bookmarking is automatically activated when they open a test and after each question answered.
   - Understand how to move from one question to another, and going back to previous questions.
   - Be encouraged to finish a test in one sitting. Students are NOT allowed to re-take the test once their answers are submitted.
4. The four tests may be administered over a 4-day period (Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday.
5. Alternate seating and/or mixing the timing of the start of the Form A/B online assessments should be arranged so that students are not answering the same questions at the same time. This is necessary for the pre- and post-tests because they are set to "static" mode. It is the responsibility of the Test Administrator to oversee the test-taking procedure.

Additional User Guides for administrators, teachers and students are available online on the Pro-Core web site support page**. ***Go to **http://Pro-Core.us/support.html**

DURING THE ASSESSMENTS

1. **Relaxed assessment**: We recommend the first assessment be relaxed. It is helpful to slowly move the students toward a more structured atmosphere as you approach the end-of-course achievements test.
2. **Length of test**: Each assessment takes approximately 1 to 1.5 hours.
3. **Test Monitoring**: The test administrator should walk around the room, checking that students are "on task" and not talking with other students or looking at other students' monitors. Be sure students save or submit their responses before logging-off the system.

AFTER THE ASSESSMENTS:

1. Check that students have correctly logged-out of the system, and any scrap paper or notes have been disposed of.
2. Test results and special School and "On-Track" Reports will be available at the end of the school testing period.

Selected Pro-Core Report Descriptions

Below is a brief description of the basic reports. The three critical reports that should be printed for teachers are 2, 3 and 4. It is recommended that you share the School Standards Summary report with the teachers as well.

These reports can be printed directly from the **Main Menu** of the Pro-Core School Reports Program.

1. **School Standards Summary**: This is a school Content Standards summary report. Besides giving you school and class averages, it can be used as a starting point for your students.
2. **Class Ranking**: This gives a lot more detail by ranking benchmarks/grade level indicators from weakest to strongest. This is a great report for analyzing class strengths and weaknesses.
3. **Grouping Report:** A minimum of two questions are given on each test for every benchmark/grade level indicator. They are numbered across the top of the chart and are listed on the second page so you know which Benchmark/GLI each number corresponds to. This report shows a + (plus) sign if the student correctly answered both questions; a - (minus) if they missed one; a gap indicates the student missed both questions.
4. **Item Response Analysis**: Each of the four responses will have a % of students choosing A, B, C & D. This is helpful in identifying student misconceptions. The correct answer will be indicated by an asterisk.

There are 20 additional school, class/teacher, and subject reports available in the Pro-Core School Reports Program. There are 15 progress reports that may be generated from the NEW On-Track data tool module. Samples of the additional Pro-Core Reports are contained in the ***Appendices*** of this Manual.

See further important information about printer setup and printing various reports in Section I of this Manual.

Information about the Pro-Core Short Cycle Web Assessment (SCWA) program and reports is contained in a separate manual available from the Pro-Core online Support page: Go to http://Pro-Core.us/support.html

Pro-Core+ Assessment Systems – Paper-Pencil (Response Scan Sheet) Procedures Checklist*

One month or more before your planned testing date:

- ☐ Contact Ben Hemingway when your Purchase Order is forthcoming.
- ☐ Download the pdf **User Manual** from the Pro-Core website: http://pro-core.us/manuals.html
  The ***Complete Guide to Pro-Core*** contains detailed preparation and administration information
- ☐ Ben will contact TWM Services: Frank Cotturo will email you the **Pro-Core Order Form**.
  IMPORTANT: Special security procedures are in effect this year if your school intends to use the Pro-Core assessments to help determine student growth and teacher effectiveness.*
- ☐ With the Order Form will be a **Data File *template*** for ordering pre-printed scan sheets for the paper-pencil assessments. **NOTE**: Form A tests *must* be administered prior using the Pro-Core online system.*

Three to four weeks prior your planned testing date:

- ☐ Return your Order Form and School Data File to TWM Services (Frank Cotturo) to ensure that your pre-printed Student Response scan sheets are processed and shipped to you in a timely manner.*
  IMPORTANT: The scan sheet processing, pre-printing, and shipping take 2 to 3 weeks.

One to two weeks before your planned paper-pencil testing date:

- ☐ You will be contacted by email regarding scan sheet shipment and delivery information.

Upon delivery of your scan sheets:

- ☐ Check the enclosed printed scan sheet list, and save the pre-paid return UPS mailing label and boxes for returning the response forms.*
- ☐ Have new students fill-in their name and ID numbers on the blank scan sheets prior to the testing date.

Before and During the test:

- ☐ Follow the instructions for Principals and Teachers in the **Pro-Core User Manual** which can be downloaded from the *Pro-Core* website at: http://pro-core.us/manuals.html

After the test:

- ☐ Remove any paper clips, rubber bands, etc. from the teacher class sets, and ship the completed scan sheets to TWM Services using the pre-paid UPS label and shipping box. Put balled newspapers in the top of the shipping box if there is empty space there to prevent the sheets from shifting.*
- ☐ Keep the unused scan sheet forms. **NOTE**: Do not return the assessments; they **MUST** be destroyed.*
- ☐ The Pro-Core+ School Reports program will be sent to you 3-5 days after your shipment is received.
- ☐ Your test results will be uploaded to the students enrolled in the Short Cycle Web Assessment system.

Upon Web-enrollment:

- ☐ Work with teachers and students in becoming familiar with the Pro-Core system by using the Teacher and Student pages and samples from the online **Pro-Core SCWA Guides**
  - Teachers should log into the system to confirm their classes and enrollments.
  - Students should log into the system to confirm their class assignments and take the Practice Test

*NOTE:

- **Pro-Core Security Guidelines require that the school Test Coordinator be responsible to secure all copies of the Form A pre-tests and Form B interim/post-tests prior to administration. Form B tests MUST be destroyed afterward. No paper-pencil test questions should be shared before administration.**

Additional charges may incur for the following:

- Your Scan Sheet Order/data file is sent less than 3 weeks before your planned testing date.
- You require a "rush" or expedited order to be shipped overnight.
- You lose the pre-paid UPS return shipping label, and a new one must be issued.
- You require additional response forms to be sent after you receive the main shipment.

Contact Information:

Ben Hemingway, CEO, 513.827.0363 (office, cell & fax); email Heminway@pro-core.us
Pro-Core+ Short Cycle Web Assessment System
Frank Cotturo, Tech help for data file enrollment, scan sheet pre-slugging, and
Pro-Core+ School Reports (FileMaker) software
(10 a.m.- 5p.m., Mon.-Sat.), 440.298.1511; email TWMS@windstream.net

 TWM Services, © 2014

Completing your Order Form
For Paper-Pencil Testing and/or Web-First Enrollment

You have two options to obtain copies of the Pro-Core Diagnostic Assessments (paper-pencil tests):

1. You may print copies of the test at your school using our pdf **Master Copies***, or
2. You may order the tests from our **printing contractor**.

***IMPORTANT**: Pro-Core Security Guidelines require that the school Test Coordinator/Contact Person be responsible to secure all copies of the Form A pre-tests and Form B interim/post-tests prior to administration. Form A tests may be retained and used for instructional purposes, but Form B tests must be destroyed immediately after the test is administered. No test questions should be discussed or shared before the test is administered.

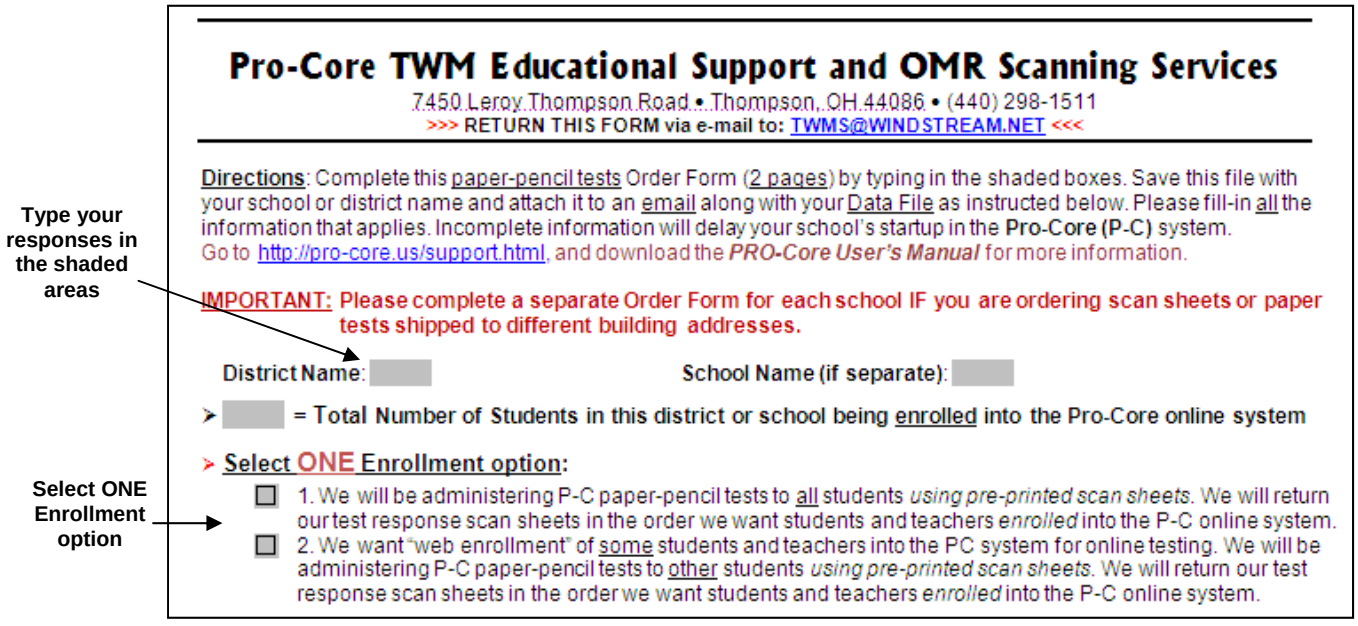
You will use the 2-page **Pro-Core Order Form** (*see* Appendix C). Pro-Core tests are revised each year; you should have destroyed any old versions of the test. You must use the most recent revision of the tests to obtain accurate test results.

If you are planning to administer the paper-pencil versions of the Pro-Core pre-test (Form A), you may need to structure your Data File a bit differently than you would to simply enroll students into the online system. That depends on how you answer the Enrollment and Data File options on your Order Form (*see* below).

Completing Your Pro-Core Order Form (page 1)

Be sure to complete all the requested information on your Pro-Core Order Form. Missing information may delay the printing and shipping of your scan sheet order.

- Enter your district and school name
- Enter the total number of individual students being enrolled on the top of page 1
- Select **ONE** Enrollment option (#1 or 2)

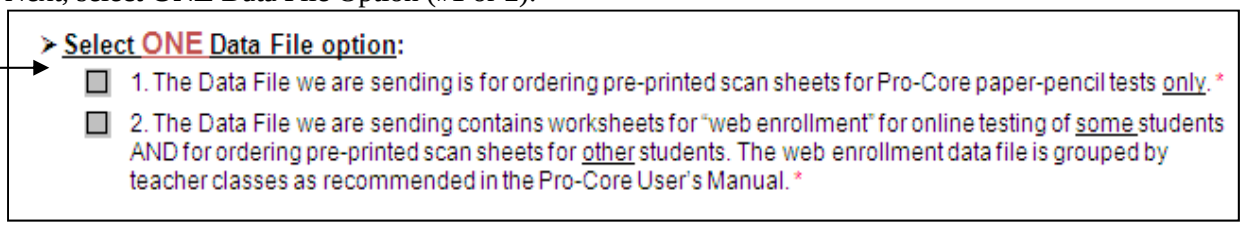

Type your responses in the shaded areas
Select ONE Enrollment option
Pro-Core TWM Educational Support and OMR Scanning Services
7450 Leroy Thompson Road • Thompson, OH 44086 • (440) 298-1511
>>> RETURN THIS FORM via e-mail to: TWMS@WINDSTREAM.NET <<<
Directions: Complete this paper-pencil tests Order Form (2 pages) by typing in the shaded boxes. Save this file with your school or district name and attach it to an email along with your Data File as instructed below. Please fill-in all the information that applies. Incomplete information will delay your school's startup in the Pro-Core (P-C) system.
Go to http://pro-core.us/support.html, and download the PRO-Core User's Manual for more information.
IMPORTANT: Please complete a separate Order Form for each school IF you are ordering scan sheets or paper tests shipped to different building addresses.
District Name:
School Name (if separate):
= Total Number of Students in this district or school being enrolled into the Pro-Core online system
Select ONE Enrollment option:
1. We will be administering P-C paper-pencil tests to all students using pre-printed scan sheets. We will return our test response scan sheets in the order we want students and teachers enrolled into the P-C online system.
2. We want "web enrollment" of some students and teachers into the PC system for online testing. We will be administering P-C paper-pencil tests to other students using pre-printed scan sheets. We will return our test response scan sheets in the order we want students and teachers enrolled into the P-C online system.

Select Enrollment **Option 1** if you intend to administer the Pro-Core paper-pencil diagnostic tests to all students. We will enroll your students, teachers, and classes into the Pro-Core Short Cycle Web Assessment (PC SCWA) online system within 3-5 days after we receive your test response sheets for scoring. **Please be aware that your returned scan sheets MUST be in the order you want the students and teacher classes enrolled into the online system.**

Select Enrollment **Option 2** if you intend to administer the Pro-Core paper-pencil diagnostic tests online to only some students, while other students will need pre-printed response scan sheet for paper-pencil testing. (*see* Data File Option 2 *below*) We will send you pre-printed scan sheets for the latter group. **You will then return your completed test response scan sheets *in the order* you want your students, teachers and classes enrolled in the PC SCWA online system.**

Next, select **ONE** Data File Option (#1 or 2):

Select ONE Data File option in the shaded area


Select ONE Data File option:
1. The Data File we are sending is for ordering pre-printed scan sheets for Pro-Core paper-pencil tests only. *
2. The Data File we are sending contains worksheets for "web enrollment" for online testing of some students AND for ordering pre-printed scan sheets for other students. The web enrollment data file is grouped by teacher classes as recommended in the Pro-Core User's Manual. *

Select Data File **Option 1** if your data file is organized in the order you want to distribute your pre-printed test response scan sheets to teachers and students for paper-pencil testing.

Select Data File **Option 2** if your data file contains a worksheet that is organized for web-enrollment of some students and teachers-classes for online testing, and another worksheet that is organized for pre-printing of scan sheets for paper-pencil testing by a different group of students. **You may also submit 2 separate data files for option 2 as long as they are clearly titled.**

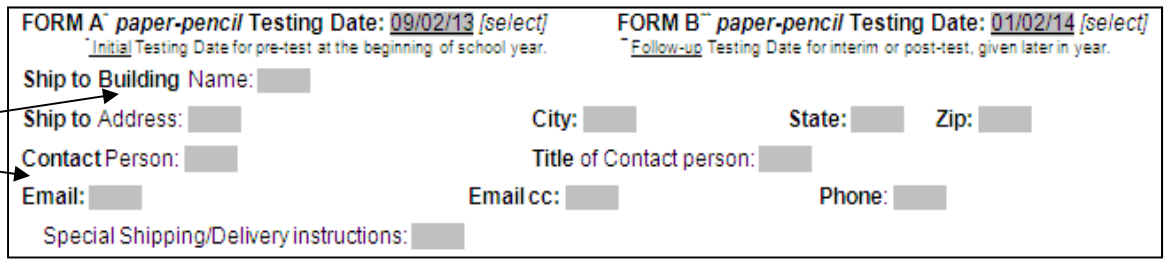
This option is also useful if some of the students and teacher classes you are enrolling in the online system will NOT be taking the PC diagnostic paper-pencil test. i.e. if your enrollment data is quite different from your testing data.

In order to take advantage of all the special features of the Pro-Core system, we recommend that you group, enroll and/or test your students by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

Shipping Information

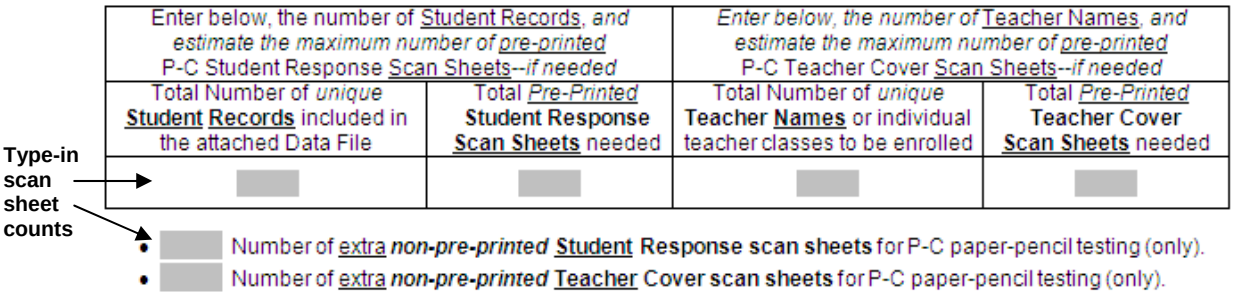
Select your *tentative* testing dates and type-in your shipping and contact information.

Type-in requested info



Estimating Scan Sheet Counts

Complete the next *shaded* section of the Order Form by estimating the number of Student Response scan sheets and Teacher Cover sheets you will need to administer the Pro-Core diagnostic paper-pencil assessments.


Enter below, the number of Student Records, and estimate the maximum number of pre-printed P-C Student Response Scan Sheets--if needed
Enter below, the number of Teacher Names, and estimate the maximum number of pre-printed P-C Teacher Cover Scan Sheets--if needed
Total Number of unique Student Records included in the attached Data File
Total Pre-Printed Student Response Scan Sheets needed
Total Number of unique Teacher Names or individual teacher classes to be enrolled
Total Pre-Printed Teacher Cover Scan Sheets needed
Type-in scan sheet counts
Number of extra non-pre-printed Student Response scan sheets for P-C paper-pencil testing (only).
Number of extra non-pre-printed Teacher Cover scan sheets for P-C paper-pencil testing (only).

In the **first column**, enter the number of *individual* students who are taking Pro-Core paper-pencil diagnostic tests.

In the **second column**, estimate the number of student response scan sheets you need. The number of Student Response scan sheets you need may vary between 1 and 4 per student. It will depend on whether the students are enrolled in a "self-contained" class with the same group of students having the same teacher in two or more subjects (common in elementary schools), or whether the students are enrolled in "non-self-contained" classes with students having different teachers for different subjects—common in secondary schools. Students in self-contained classes in the same teacher class group can mark their responses for up to 4 subjects on one response sheet. (*see* Appendix C)

In the **third column**, enter the number of *individual* teachers who are administering the Pro-Core paper-pencil diagnostic tests.

In the **fourth column**, estimate the number of teacher class cover scan sheets you need. The number of Teacher Cover scan sheets you need will depend on whether the teachers' classes are "self-contained" with teachers teaching the same group of students in two or more subjects (common in elementary schools), or whether teachers teaches different groups of students in "non-self-contained" classes in the same or different subjects (common in secondary schools).

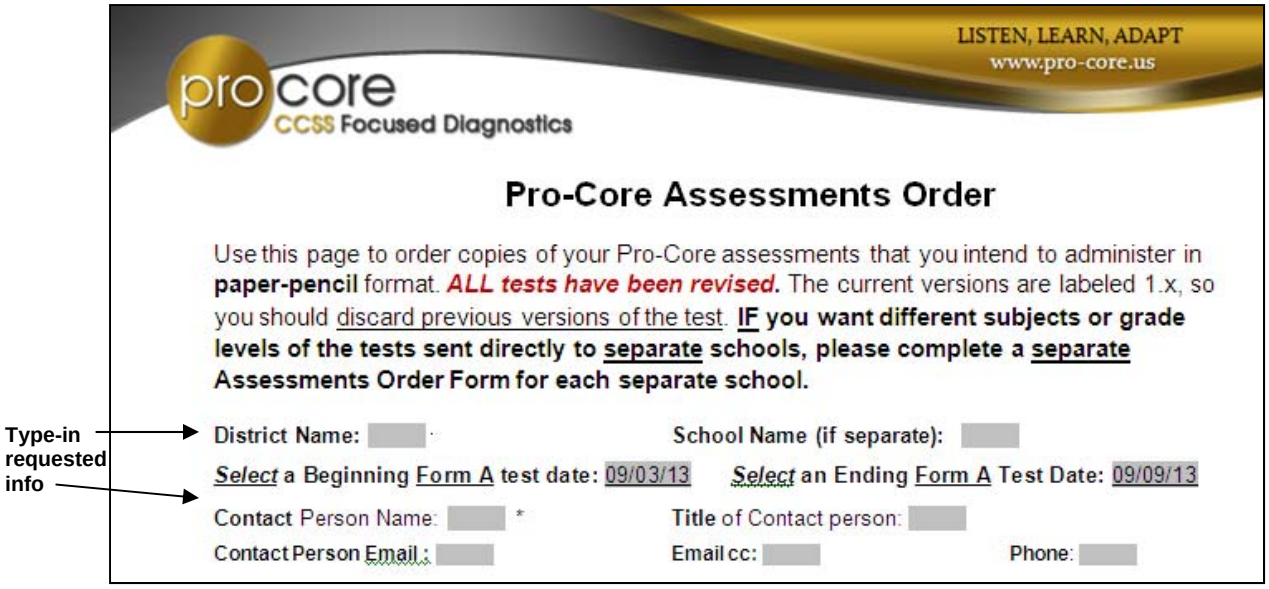
In the latter case, teachers will need a different Teacher Cover sheet for each different class group. **NOTE: *See* Section G titled "Grouping Students and Organizing Your School Data File" for more information on setting up and organizing your data file.**

Finally, estimate the number of "**blank**" scan sheets you will need for new students who may enroll in your school prior to test administration or for additional teacher classes. We minimally send an additional 5% blank scan sheets with your order.

Save page 1 of your Order Form document using the name of your school. Then go on to page 2.

Completing Your Pro-Core Test Order Form (page 2)

The Test Order form is a MS Word document template that allows you to save the form with your information in a standard Word document (.doc) format. Simply select or type your responses directly in the spaces provided on the form.


LISTEN, LEARN, ADAPT
www.pro-core.us
pro core
CCSS Focused Diagnostics
Pro-Core Assessments Order
Use this page to order copies of your Pro-Core assessments that you intend to administer in paper-pencil format. ALL tests have been revised. The current versions are labeled 1.x, so you should discard previous versions of the test. IF you want different subjects or grade levels of the tests sent directly to separate schools, please complete a separate Assessments Order Form for each separate school.
Type-in requested info
District Name:
School Name (if separate):
Select a Beginning Form A test date: 09/03/13
Select an Ending Form A Test Date: 09/09/13
Contact Person Name: *
Title of Contact person:
Contact Person Email:
Email cc:
Phone:

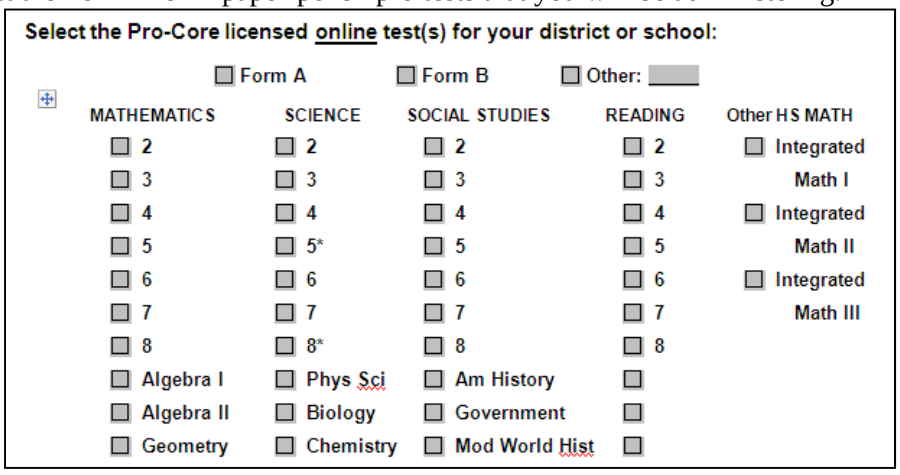
Normally, you will complete ONE form for all district schools administering the tests. The Master Copies will be emailed to the district Contact Person named above.

*__IMPORTANT__: Pro-Core Security Guidelines require that the school Test Contact Person be responsible to secure all copies of the Form A pre-tests and Form B interim/post-tests prior to administration and the total destruction afterward. No paper-pencil test questions should be shared before or after administration.

If you want different subjects or grade levels of the tests emailed directly to different schools for copying, you will need to complete a separate Test Order Form for each separate school.

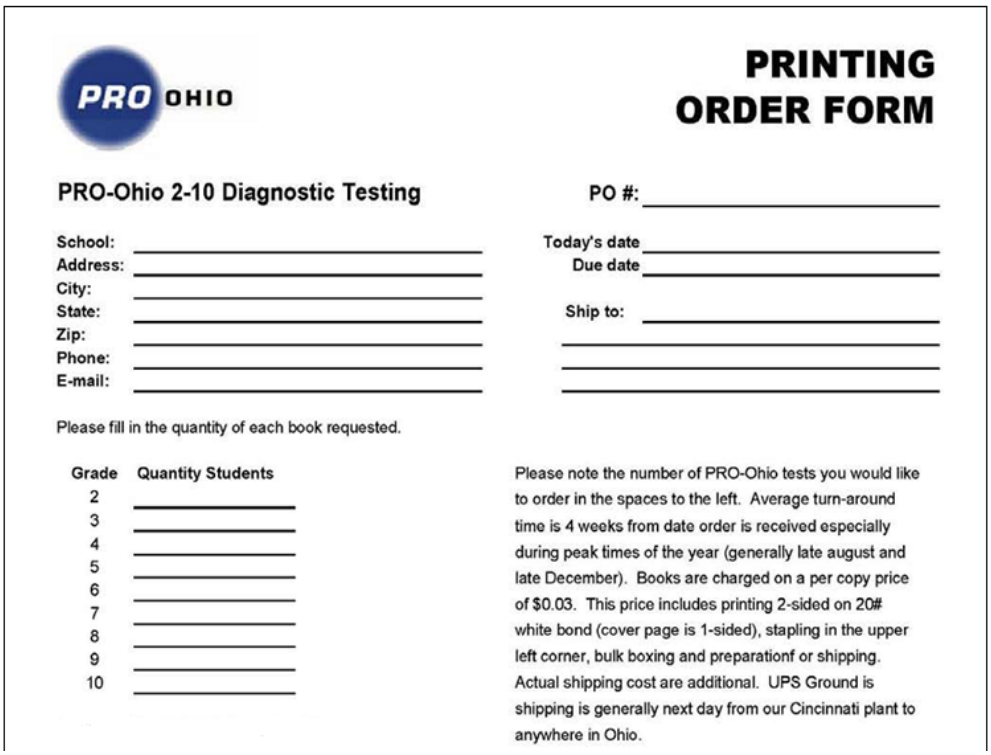
Pro-Core **Form A** tests are usually administered at the beginning of the year as a diagnostic *pre-test*. Pro-Core **Form B** tests are given later in the year as an interim or *post-test*. Pre-post-test score differences are shown in reports in both the Pro-Core School Reports program and in the Pro-Core Short Cycle Web Assessments program. "On Track" student growth and teacher effectiveness reports require that BOTH Form A and Form B tests are administered.

Select the Form A or B paper-pencil pre-tests that you will be administering.



After filling-in all the requested information. Save the document with your school name and send it as an email attachment to: **TWMS@WINDSTREAM.NET**

Use the Test Printing Order Form if you want to have the test printed by our printing contractor. (*see* Appendix C for the complete form and details)



PRO OHIO

PRINTING ORDER FORM

PRO-Ohio 2-10 Diagnostic Testing

PO #: _____

School: _____
Address: _____
City: _____
State: _____
Zip: _____
Phone: _____
E-mail: _____

Today's date _____
Due date _____

Ship to: _____

Please fill in the quantity of each book requested.

Grade	Quantity Students
2	
3	
4	
5	
6	
7	
8	
9	
10	

Please note the number of PRO-Ohio tests you would like to order in the spaces to the left. Average turn-around time is 4 weeks from date order is received especially during peak times of the year (generally late august and late December). Books are charged on a per copy price of $0.03. This price includes printing 2-sided on 20# white bond (cover page is 1-sided), stapling in the upper left corner, bulk boxing and preparationf or shipping. Actual shipping cost are additional. UPS Ground is shipping is generally next day from our Cincinnati plant to anywhere in Ohio.

Completing Your Data File
Scan Sheet Pre-Printing
and/or Web First Enrollment

You have two options to begin using the Pro-Core (PC) system:

1. "Web-First"—allows students and teachers to immediately enroll students and teacher classes into the Pro-Core Web system at the beginning of the school year. This allows some time for teachers and student to become accustomed to the online system.
2. "Paper Testing First"—allows you to administer the Pro-Core paper-pencil diagnostic assessments ***prior to*** using the online system. This option gives you time to adjust students' and teachers' classes before online enrollment.

There is more information about each option below. Refer to the **Flow Chart** in Section A of this Manual for an outline of either procedure.

You will be emailed two documents: (1) an **Order Form**, and (2) a **Data File** template.

Instructions for completing the Order Form for online testing are found in *Section B*. Instructions for completing the Order Form for paper-pencil testing are found in *Section C*.

This section deals with completing the Data File template for either option. Pay particular attention to the section below titled "Grouping Students and Organizing Your Data File" depending on which option you choose.

In order to take advantage of the full power of the Pro-Core Assessment system, we recommend that your students be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

Completing Your Data File Spreadsheet

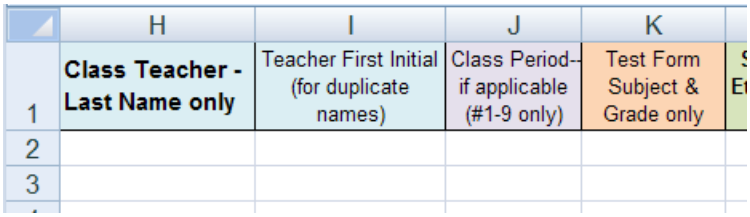
The **Pro-Core Data File.xls** is an Excel spreadsheet *template* that you can use to collect the required student and teacher data. Some of the data is optional, but the data file itself is REQUIRED to enroll your students and teachers and/or to pre-print your test response scan sheets.

You should email your Order Form and school Data Files at least **1 week prior** to your planned initial online system log-in date so that we may set up classes in a timely manner. You should allow **2-3 weeks** for processing, printing, and shipping scan sheets—if you have selected that opiton.

	A	B	C	D	E	F	G
1	District Name	School Name	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade
2							
3							

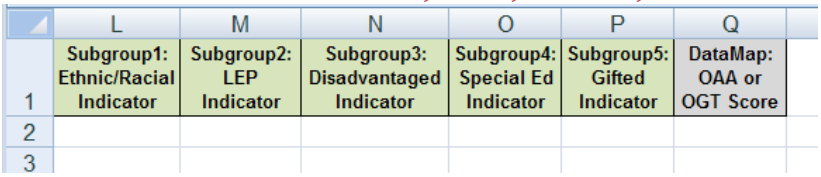
- Column A—district name
- Column B—school name
- Column C—student last name
- Column D—student first name

- Column E—**unique Student ID.** This number must match the student's SCWA enrollment log-in ID number with the student's response sheet ID. Up to 9 digits.
- Column F—student's gender
- Column G—student's grade level



	H	I	J	K
1	**Class Teacher - Last Name only**	Teacher First Initial (for duplicate names)	Class Period--if applicable (#1-9 only)	Test Form Subject & Grade only
2				
3				

- Column H—class (subject) teacher's last name ONLY
- Column I—class (subject) teacher's first name INITIAL. This is needed for online enrollment if two teachers in the school have the same last name
- Column J—class period-group. Use only numbers 1 to 9. This is needed for online enrollment if the teacher has more than one different class in the same subject.
- Column K—Test Form subject and grade. This is REQUIRED for web-first enrollment. **Use these abbreviations: Math=M; Sci=S; SocSt=C; Read=R**



	L	M	N	O	P	Q
1	**Subgroup1: Ethnic/Racial Indicator**	**Subgroup2: LEP Indicator**	**Subgroup3: Disadvantaged Indicator**	**Subgroup4: Special Ed Indicator**	**Subgroup5: Gifted Indicator**	**DataMap: OAA or OGT Score**
2						
3						

- Columns L-P—student's Demographic Subgrouping Codes
  See the section below **"Entering Subgroup Special Codes in the School's Data File"**
- Column Q—*optional* student's State Test Scores for the PC ***On-Track*** program

Grouping and Organizing Students, Teachers, and Classes

Student data should be grouped and organized by individual teacher classes. If you are administering Pro-Core paper-pencil diagnostic tests, we will use your enrollment data for pre-printing your student and teacher scan sheets. You will also have the option to send a modified or new data file specifically for scan sheet pre-printing in the previous section.

Non-web-first enrollment students administered the Pro-Core paper-pencil tests will be enrolled in the Pro-Core Short Cycle Web System based on how your test response scan sheets are grouped and organized as explained in *Section C*. We recommend they be grouped and organized by individual subject teacher classes when they are returned for scoring.

Organizing Your Data File for Direct Online Enrollment

In order to take advantage of the full power of the Pro-Core Assessment system, we recommend that your students be grouped, enrolled and/or tested by individual subject teacher classes—not by homeroom teachers nor by large subject-only groups.

The instructions for direct online enrollment are essentially the same as those for "Web-First" online enrollment. Use the ***same*** pre-printing instructions and samples below to organize your data file.

Organizing Your Data File for Scan Sheet Pre-Printing

If you are administering the Pro-Core paper-pencil diagnostic assessment first, or if you are submitting a separate scan sheet pre-printing data file, how you organize the records in your data file should directly relate to how you want to distribute the scan sheets when you administer the paper-pencil tests. We recommend that teachers administer the Pro-Core tests in their individual classrooms so that the scan sheets can be *easily* distributed and collected by individual subject area classes and diagnostic test results provided on a class-by-class basis.

If you are not doing web-first enrollment, how you collect and group the scan sheets will determine how the test reports are organized, and how students, teachers, and classes will be enrolled in the SCWA system. We recommend you collect scan sheets by individual teacher class with a different Teacher Cover sheet separating each teacher's class. (*see* Section H for more information)

There are two ways to organize your data for scan sheet distribution and pre-printing depending on whether (a) a teacher teaches a "self-contained" class group (two or more subjects with the same group of students—the same students with the same teacher is common in elementary schools), or whether (b) the teacher teaches "non-self-contained" classes (the same subject with different groups of students in more than one class—students a with different teacher in each subject is common in secondary schools).

A. In **self-contained classes**, only ONE Student Response scan sheet per student name and ONE Teacher Cover scan sheet per teacher name are needed for all subjects IF each class teacher is administering the SAME FORM of the test to the SAME group of students. Each response sheet contains separate response areas for all four tests: mathematics, science, social studies, and reading. Examine the data file collection sample on the next page.

Same students in same Teacher class group

Teacher #1

Teacher #2

Same students in same Teacher class group

Teacher #3

	C	D	E	F	G	H	I	J	K
1	**Student Last Name**	**Student First Name**	**Student ID Number**	**Student Gender**	**Student Grade**	**Class Teacher - Last Name only**	Teacher First Initial (for duplicate names)	Class Period -if applicable (#1-9 only)	Test Form Subject & Grade only
2	Hensley	Ashley	190681	F	2	BROWN	R		M2
3	Sharpe	Alisha	179116	F	2	BROWN	R		M2
4	Silyuk	Anastasia	189292	F	2	BROWN	R		M2
5	Sutton	Blake	181563	M	2	BROWN	R		M2
6	Hensley	Ashley	190681	F	2	BROWN	R		R2
7	Sharpe	Alisha	179116	F	2	BROWN	R		R2
8	Silyuk	Anastasia	189292	F	2	BROWN	R		R2
9	Sutton	Blake	181563	M	2	BROWN	R		R2
10	Burger	Allen	181465	M	3	SMITH			C3
11	Harrison	Amanda	183778	F	3	SMITH			C3
12	Spaulding	Leslie	187899	M	3	SMITH			R3
13	Webb	Malcolm	190254	M	3	SMITH			R3
14	Baker	Aaron	181671	M	4	BROWN	S		S4
15	Caballero	Yvonne	188601	F	4	BROWN	S		S4
16	Cantrell	Andrew	182015	M	4	BROWN	S		S4
17	Martin	Deshaun	190544	M	4	BROWN	S		S4
18	Baker	Aaron	181671	M	4	BROWN	S		C4
19	Caballero	Yvonne	188601	F	4	BROWN	S		C4
20	Cantrell	Andrew	182015	M	4	BROWN	S		C4
21	Martin	Deshaun	190544	M	4	BROWN	S		C4

Self-Contained Teacher Classes

Teachers with same Last Name

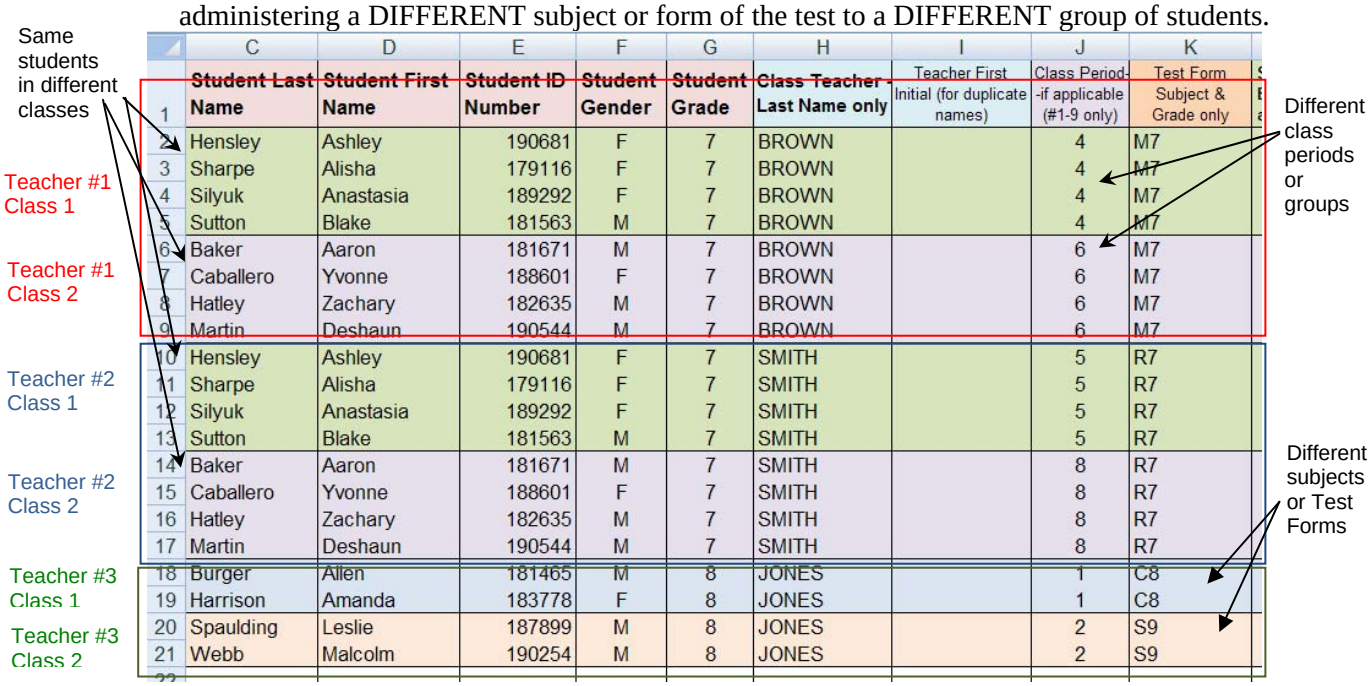
Self-Contained Teacher Classes

Self-contained classes data sample

In the above class sample there are 20 students, 3 teachers, and 6 classes. Teachers BROWNR and BROWNS classes are self-contained. SMITH's classes are not. You would need **4 Teacher Class Cover Sheets** (1 for BROWNR, 2 for SMITH, 1 for BROWNS). You would need **14 Student Response** scan sheet. (Only 1 sheet for each student named in the

self-contained classes, and 1 for each student in SMITH's classes.). **The scan sheets will be delivered for distribution in the order that the names appear in the spreadsheet**.

B. In **non-self-contained classes**, ONE Student Response scan sheet per student name and ONE Teacher Cover scan sheet per teacher class are needed for each subject IF each class teacher is administering a DIFFERENT subject or form of the test to a DIFFERENT group of students.


Same students in different classes
Teacher #1 Class 1
Teacher #1 Class 2
Teacher #2 Class 1
Teacher #2 Class 2
Teacher #3 Class 1
Teacher #3 Class 2
Different class periods or groups
Different subjects or Test Forms

	C	D	E	F	G	H	I	J	K
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period- -if applicable (#1-9 only)	Test Form Subject & Grade only
2	Hensley	Ashley	190681	F	7	BROWN		4	M7
3	Sharpe	Alisha	179116	F	7	BROWN		4	M7
4	Silyuk	Anastasia	189292	F	7	BROWN		4	M7
5	Sutton	Blake	181563	M	7	BROWN		4	M7
6	Baker	Aaron	181671	M	7	BROWN		6	M7
7	Caballero	Yvonne	188601	F	7	BROWN		6	M7
8	Hatley	Zachary	182635	M	7	BROWN		6	M7
9	Martin	Deshaun	190544	M	7	BROWN		6	M7
10	Hensley	Ashley	190681	F	7	SMITH		5	R7
11	Sharpe	Alisha	179116	F	7	SMITH		5	R7
12	Silyuk	Anastasia	189292	F	7	SMITH		5	R7
13	Sutton	Blake	181563	M	7	SMITH		5	R7
14	Baker	Aaron	181671	M	7	SMITH		8	R7
15	Caballero	Yvonne	188601	F	7	SMITH		8	R7
16	Hatley	Zachary	182635	M	7	SMITH		8	R7
17	Martin	Deshaun	190544	M	7	SMITH		8	R7
18	Burger	Allen	181465	M	8	JONES		1	C8
19	Harrison	Amanda	183778	F	8	JONES		1	C8
20	Spaulding	Leslie	187899	M	8	JONES		2	S9
21	Webb	Malcolm	190254	M	8	JONES		2	S9

Non-self-contained classes data sample

In the above class sample there are 20 students, 3 teachers, and 6 classes. The classes are not self-contained. You would need **6 Teacher Class Cover Sheets** (2 for BROWN, 2 for SMITH, 2 for JONES). You would need **20 Student Response** scan sheet. (1 sheet for each student in each class). **The scan sheets will be delivered for distribution in the order that the names appear in the spreadsheet**.

In non-self-contained classes, the teacher will have the students respond in only one section of the Student Response scan sheet. In web-first enrollment, class period numbers must be used to identify different class groups of students; otherwise, students will be enrolled as one large subject class group. Use only numbers between 1 and 9.

See Section F of this Manual for additional scan sheet count examples.

To avoid confusion, we recommend that Pro-Core tests be administered in each individual teacher's classroom. If you decide to test in a "large group" or homeroom setting, your data file should be sorted in the manner you intend to distribute the scan sheets to the named students. However, the student forms must be collected by teacher-class period with a proper Teacher Cover Sheet over each class set, and shipped to us for processing, so that we may generate class teacher reports and enroll students, teachers, and classes properly in the Pro-Core online system.

WARNING:

If you are not doing "web-first enrollment," or sending us your pre-printing data file separately, your pre-printing data file must be emailed to us at least **3-4 weeks** before the Pro-Core Diagnostic tests are administered in your school.

Data submitted less than three weeks prior to the testing period may result in your not receiving you scan sheets before your testing date or may require additional shipping and handling charges for "rush" or overnight shipping.

Acceptable data file formats are Excel spreadsheet or ASCII (plain text)—either tab-delimited or comma-delimited.

Entering Subgroup Special Codes in the School's Data File

In addition to Grade and Gender "fields", there are <u>five</u> special code fields in the school's data file template that can be used to indicate student demographic subgroups. This data is not required, but is very useful if you wish to compare Pro-Core test results across the various demographic areas. ((*GO TO the next page for Special Codes information*)

	K	L	M	N	O	P	Q
	Test Form Subject & Grade only	Subgroup1: Ethnic/Racial Indicator	Subgroup2: LEP Indicator	Subgroup3: Disadvantaged Indicator	Subgroup4: Special Ed Indicator	Subgroup5: Gifted Indicator	DataMap: OAA or OGT Score
	M7	5	1	2	1		403
	M7	2			1		373
	M7	3	1				383

DataMap: OAA or OGT student score

Column Q is used for students' OAA or OGT scores for schools enrolled in the Pro-Core **DataMap** program; otherwise, leave it blank. *Contact Ben Hemingway for more information about enrolling in the DataMap program.*

Entering Subgroup Special Codes in the School's Data File

In addition to Gender and Grade *fields*, there are <u>five</u> Special Code fields in the school's data file template that can be used to indicate student demographic subgroups.

In the example below, the first student is an **American Indian** with **Limited English Proficiency**, **Academically Disadvantaged** with **IEP** accommodations = Code **51210**

Special Codes Fields

	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher - Last Name only	Teacher First Initial (for duplicate names)	Class Period--if applicable (#1-9 only)	Test Form Subject & Grade only	Subgroup1: Ethnic/Racial Indicator	Subgroup2: LEP Indicator	Subgroup3: Disadvantaged Indicator	Subgroup4: Special Ed Indicator	Subgroup5: Gifted Indicator
2	Hensley	Ashley	190681	F	7	SMITH		4	M7	5	1	2	1	
3	Sharpe	Alisha	179116	F	7	SMITH		4	M7	2			1	
4	Silyuk	Anastasia	189292	F	7	SMITH		4	M7	3	1			
5	Baker	Aaron	181671	M	7	JONES		6	M7	1		1	1	
6	Caballero	Yvonne	188601	F	7	JONES		6	M7	1				
7	Hatley	Zachary	182635	M	7	JONES		6	M7	2				1

Sample School Data File with Subgroups

The codes in Columns L – P are converted to "real" words or abbreviations on Pro-Core reports.

Below is a summary of the five Pro-Core Subgroup Codes and field placement. *See the complete list of ODE Codes and descriptions on the following page.*

ETHNIC/RACIAL GROUP CODES (field 1):

1 - White (non-Hispanic, non-Latino)
2 - African-American (non-Hispanic, non-Latino)
3 - Hispanic or Latino
4 - Asian or Pacific Islander
5 - American Indian or Alaskan Native
6 - Multiracial

LIMITED ENGLISH PROFICIENCY GROUP (field 2):

1 - Limited English Proficiency (LEP)

DISADVANTAGEMENT GROUP (field 3):

1 - Economically Disadvantaged
2 - Academically Disadvantaged (CTAE students only)
3 – Economically and Academically Disadvantaged

SPECIAL EDUCATION GROUP (field 4):

1 - IEP/SWD/504 Plan Accommodation(s)

GIFTED GROUP (field 5):

1 - Gifted

(*see detailed Special Codes information on the next page*)

ODE = Pro-Core Student demographic and other subgroup fields.

Below are the "official" fields and alpha-numeric codes the ODE uses in EMIS Records.

Pro-Core will convert/use only the codes listed below in the Subgroup fields in your School Data File.

ELEMENT (Field)	**CODES: ODE = PC**
Student ID [numeric code]	Locally determined [up to 9 digits]
Grade [numeric code]	01 – 12 grade level
Gender [alpha code]	M – Male = **M** F – Female = **F**
Racial/Ethnic Group [PC Subgroup field 1]	W - White (Non-Hispanic) = **1** Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East. B - Black (Non-Hispanic) = **2** Persons having origins in any of the black racial groups in Africa. H - Hispanic = **3** Persons of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. A - Asian or Pacific Islander = **4** Persons having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa. I - American Indian or Alaskan Native = **5** Persons having origins in any of the original peoples of North America and who maintain cultural identification through tribal affiliation or community recognition. M - Multiracial = **6** Persons having origins in two or more of the above options.
Limited English Proficiency [PC Subgroup field 2]	N – No, the student is not of Limited English Proficiency = **0** Y – Yes, the student is of Limited English Proficiency and was enrolled in US Schools for the first time BEFORE the first day of the current school year. = **1** L – Yes, the student is of Limited English Proficiency and was enrolled in US Schools for the first time on or after the first day of the current school year. = **1** M – LEP – Trial-Mainstream, the student is of Limited English Proficiency and in his/her trial-mainstream period. = **1**
Disavantagement [PC Subgroup field 3]	N or * - not applicable = **0** 1 - Economic disadvantagement = **1** 2 - Academic disadvantagement (CTAE students only) = **2** 3 - Both Economic and Academic disadvantagement = **3** (CTAE students only)
Special Education [IEP/SWD/504 Plan] [PC Subgroup field 4]	N or ** - not applicable = **0** Y or 01-15 [various conditions/services/options] = **1**
Gifted Identification [in specific area] [PC Subgroup field 5]	N – No = **0** Y – Yes = **1**

See Appendix A for a Sample School Subgroup Summary Report.

Pro-Core^{+} – "On-Track" Test Correlation Data Tool File Set-up

In order to generate *Pro-Core* On-Track data tool customized correlations between your school's results on the State Achievement or Graduation Tests and your school's *Pro-Core* paper-pencil tests, we need your State test standard scores *and* the *Pro-Core* student information that match on both tests.

Below are three sample spreadsheet setups with the required data fields based on whether the Student IDs you used on the Pro-Core Tests **match** the State Assessment Student IDs.

Sample1 – Matching Student IDs (horizontal layout)
If the Student IDs used on the *Pro-Core* Tests match the Student IDs used on the State Tests, the student names are not required in your spreadsheet which contains only the State test Standard Scores for each test.*

SCHL_Name	LastName	FirstName	StudentID	Grade	R_Score	M_Score	SS_Score	S_Score
City High School	Bourne	Jason	6898915	10	403	373	383	389
City High School	Brown	James	9996947	10	493	457	440	429
City High School	Bueller	Ferris	7298468	10	493	466	463	456
City High School	Cody	William	6998285	10	411	435	440	447

*IF the Student IDs do NOT match on both the Pro-Core and State Tests, then a student name must be included so that we can attempt to make a Name-ID match between both tests.

Sample 2 – Matching Student IDs (vertical layout)
This setup is essentially the same as the one above, except the spreadsheet records are organized vertically with an identifying **code** to indicate the state test subject and grade.

SCHL_Name	LastName	FirstName	StudentID	OHTest	Score
City High School	Bourne	Jason	6898915	R10	403
City High School	Bourne	Jason	6898915	M10	373
City High School	Bourne	Jason	6898915	SS10	383
City High School	Bourne	Jason	6898915	S10	389
City High School	Brown	James	9996947	R10	493

Sample 3 – Anonymous Student Test Results
Data sent for processing without identifying Student IDs or Student Names should include matching State Standard Scores and Pro-Core (PC) Form A and B test percent scores.

SCHOOL	ST_ID	GR.	READ.	PC-A	PC-B	MATH	PC-A	PC-B	SCI.	PC-A	PC-B	SocSt	PC-A	PC-B
Local High Sch	1	10	420	65.8	65.8	432	46	60	434	65	70	433	52.5	65
Local High Sch	2	10	414	61.4	49.1	437	46	62	413	45	55	442	47.5	40
Local High Sch	3	10	420	62.3	54.4	432	46	50	420	45	70	435	70	55
Local High Sch	4	10	438	63.2	62.3	426	46	58	427	32.5	40	428	47.5	35
Local High Sch	5	10	440	71.9	75.4	442	46	72	413	55	77.5	419	52.5	60
Local High Sch	6	10	438	58.8	62.3	416	50	56	429	37.5	47.5	424	40	50

On-Track Data Tool files may be sent in a standard Excel spreadsheet (.xls or .xlsx) or comma-delimited (.csv) data file attached to an email to:

Ben Hemingway, *Pro-Core*: hemingway@Pro-Core.com
cc. Frank Cotturo, Support Services: twms@windstream.net

Administering the Pro-Core
Paper-Pencil Assessments

This section contains information about the recommended procedures for administering the Pro-Core paper-pencil tests Form A or Form B.

- Instructions for the Test Coordinator (Principal or Contact Person)
- Instructions for the Test Administrator (Teacher)
- Selected Pro-Core Report Descriptions

Instructions for the Test Coordinator

*__IMPORTANT__: Pro-Core Security Guidelines require that the school's Test Coordinator/Contact Person or Administrator is responsible for securing, numbering, and distributing each booklet before the assessment is administered, and collecting and destroying the Form B booklets after the assessment. All copies of the Form B test MUST be destroyed after the assessment period to maintain assessment security. No "alternate-media" copies of the pre- or post-tests are allowed.

BEFORE THE ASSESSMENTS:

1. Obtain copies of the Pro-Core Test Booklets for each subject and class. Number each test booklet and secure them prior to distribution.
2. You will receive your scan sheets via UPS. Do NOT discard the box/shipping packaging. Use it for return shipping. There is also a pre-paid return label enclosed in the shipping package. Please be advised that additional charges will be incurred to generate a new UPS return ship label for one that is lost or "tossed."

3. Scan sheet distribution. **[4 sample procedures are shown below]**
   Scan sheets are delivered for distribution based on sort order you requested in your pre-printing school data file. **(Refer to Section C before ordering scan sheets)**
   a. Self-contained classes with only 1 teacher.
   b. Students stay together in all classes, but change teachers.
   c. Students change classes, with a different set of students in each class.
   d. Students in the same class are taking different forms of the test.

   Teachers will need additional cover sheets for each different set of students or for each different test form the administered. Teachers in self-contained classes require only one Teacher Cover Sheet for up to 4 test subjects for the same set of students.

   Examples:
   a. Self-contained class with only 1 teacher:
      e.g. Mr. Jones, an elementary teacher, has a class of 20 students to which he will administer 4 tests—reading, mathematics, social studies, science.
      He will need 20 student response sheets and 1 teacher cover sheet.

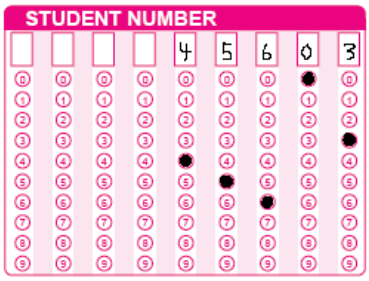
b. Students stay together in all classes but change teachers.
e.g. Mr. Jones teaches reading and social studies, and Ms. Smith teaches math and science. They share the same group of 20 students. Each teacher will administer 2 subject area tests to their students.
Both Mr. Jones and Ms Smith will need 20 response sheets each and 1 teacher cover sheet each.

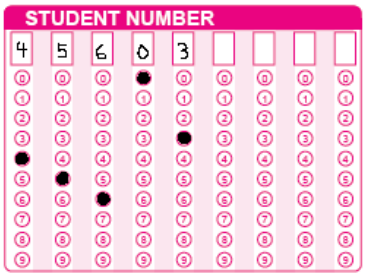
c. Students change classes with a different set of students in each class.
This normally occurs in grades 7 and up.
e.g. Mrs. Clark, a high school teacher, has 6 class periods of science with 20 different students in each class. She will administer a science test to each class.
She will need 120 response sheets (6x20) and 6 teacher cover sheets (1 per class).

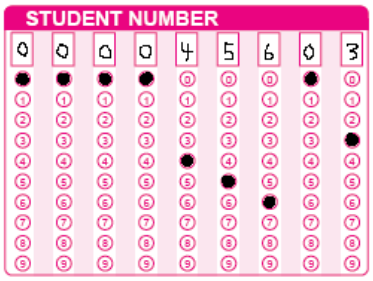
d. Students in the same class are taking different forms of the test.
This normally occurs in mixed-grade or special needs classes.
e.g. Mr. Frank has a mixed 4th and 5th grade class. He is administering *only* the Reading Form 4A test to 6 fourth graders and the Reading Form 5A test to 8 fifth graders.
He will need only 14 response sheets (1x14) and 2 teacher cover sheets (1 per form).

3. Each student MUST have a **unique** ID number, up to 9 digits, entered correctly on each scan sheet. If your scan sheets have not been pre-printed with Student Information, please instruct test administrators that if the student number is less than 9 digits, DO NOT fill-in empty *trailing* columns with 0s.
Note the following examples in which the unique Student ID is 45603

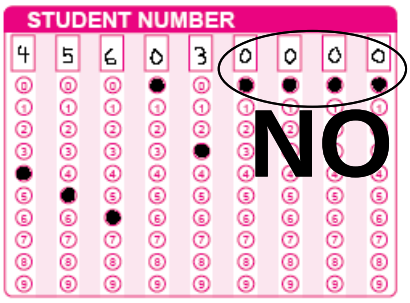
These three examples are ACCEPTABLE because the number value remains the same:





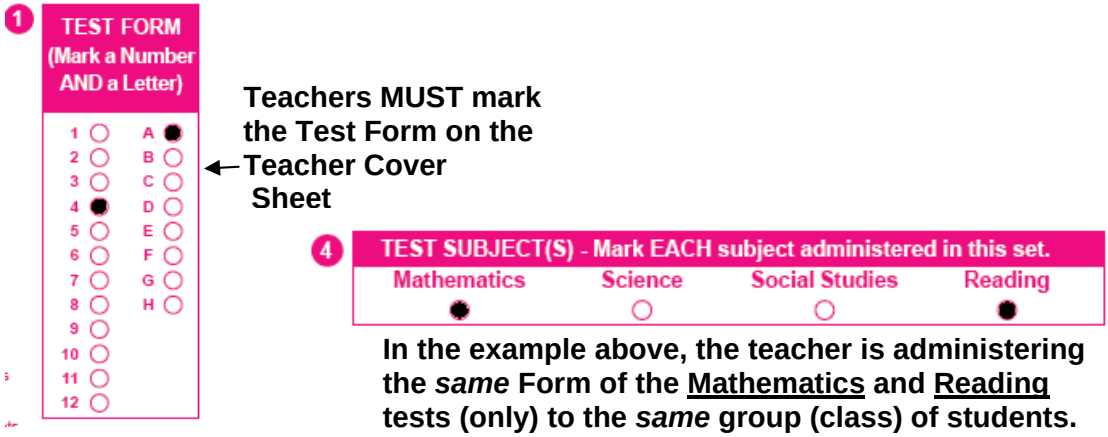


The sample to the right is INCORRECT because the trailing 0's change the number value to 456030000. DO NOT ADD TRAILING ZEROS to Student ID numbers containing less than 9 digits..



*Student information on blank sheets **must** be filled-in completely and accurately by the teacher or student.*

4. IMPORTANT: Make sure the Test Form Number & Letter (e.g. 4A) and Test Subject(s) administered have been marked on each Student Response Sheet and on each **Teacher Cover Sheet**. (*see* the examples below)


1
TEST FORM
(Mark a Number
AND a Letter)
1 2 3 4 5 6 7 8 9 10 11 12
A B C D E F G H
Teachers MUST mark
the Test Form on the
Teacher Cover
Sheet
4
TEST SUBJECT(S) - Mark EACH subject administered in this set.
Mathematics
Science
Social Studies
Reading
In the example above, the teacher is administering
the same Form of the Mathematics and Reading
tests (only) to the same group (class) of students.

DURING THE ASSESSMENTS

1. **Relaxed assessment**: We recommend the first assessment be relaxed. It is helpful to slowly move the students toward a more structured atmosphere as you approach the end-of-course achievements test.
2. **Length of test**: Each assessment takes approximately 1 to 1.5 hours.
3. **Marking responses**: Students may mark their answers on the test booklet itself IF the booklets are NOT going to be re-used. Then, after the test is finished, students may fill-out the scan-sheets using a #2 wood pencil (NOT a mechanical pencil*) with the test administrator instructing them through the process. This prevents extra answers from being bubbled-in.
4. **Critical checkpoint**: During or after the test, test administrators should look over each student scan sheet to verify the student has bubbled in --
    a. their ID number and name correctly (if not pre-slugged);
    b. the correct subject area (math, reading, science or social studies).
    c. the correct test form (number and letter)
    d. only one mark per answer (erasures must be complete)
    e. all questions on the test
5. **Teacher Cover Sheet**: **Test Form and Test Subject(s) MUST be filled-in.**
    a. Fill in ALL other information requested. Be sure to count and mark the total number of STUDENT scan sheets included in each set. This is CRITICAL for quality control.
    b. Teachers teaching the same subject for different groups (classes) of students should mark a class period (group) number between 1 and 9 on the Teacher Cover Sheet to more easily distinguish among different classes in the Pro-Core reports.
6. **Use of calculators**: This is up to the school, but Pro-Core recommends that the Form A test be given without calculators.

NOTE: Recommended for 2nd grade teachers:

a. Instruct students to respond directly on their test booklets.
b. Teachers or aides transfer student test responses to their scan sheet.

AFTER THE ASSESSMENTS:

1. Do not keep or return students' copies of the tests to our office.
   WARNING: Form B Test booklets must be accounted for and destroyed at the end of the school testing period by the School Test Coordinator or results may be invalidated.
2. Return the completed Student and Teacher scan sheets (only) in the original shipping box with the pre-paid and pre-addressed UPS Mailer label affixed to the top of the box. Keep any unused scan sheets.
3. It is important that all response forms and cover sheets be completed and returned in the same shipment since the scanning-processing "run" must take place at one time. (Additional sheets sent after the main shipment may .)
   NOTE: The use of paper clips and rubber bands is discouraged because they damage the sheets. Remove them and simply stack each class set of scan sheets along with its Teacher Cover sheet "header" in the original shipping box. Use crumpled newspapers if needed to keep the sheets from shifting in transit.
4. Call UPS for pickup, or deliver to the closest UPS office. The shipment is prepaid by Pro-Core (dba Computers in Education, Inc.).
5. Email Pro-Core TWM Services (twms@windstream.net) to notify them that you have shipped the scan sheets.

Within 5-7 school days after the scan sheets are shipped (3-5 days after receipt by TWM Services) the electronic Pro-Core School Reports Program will be send to the school or district person(s) designated in your Work Order form for downloading via email.

Pro-Core School Reports Program copies may be freely forwarded to other school personnel or staff by you for viewing or printing.

Test Administrators/Principals should also read the Instructions for Teachers on the next pages.

Feel free to print these pages and distribute them to test administrators with the test scan sheets.

***WARNING: There have been problems reported with the detection of response marks made with mechanical pencils or ballpoint pens.**

We recommend that students and teachers use No. 2 (HB) wood pencils only to mark their responses.

DO NOT USE INK (BALLPOINT) PENS TO MARK RESPONSES. Certain ink colored marks do not detect properly.

Instructions for the Test Administrator

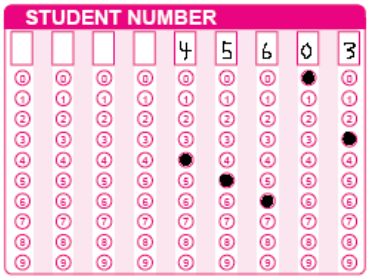
Materials:

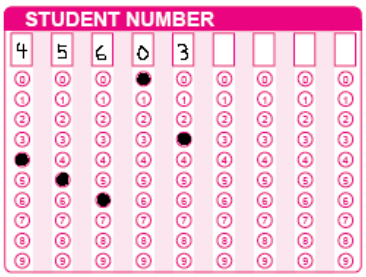
- One Pro-Core subject area test booklet for each student.
- One Teacher Cover sheet for each class set or each test form administered.
- One Student Response scan sheet per student in self-contained classes per test form OR One scan sheet and one test booklet per student in each non-self-contained class
- A No. 2 wood pencil and eraser for each student (Do not use a mechanical pencil.)
- Blank Scan sheets for recently enrolled students

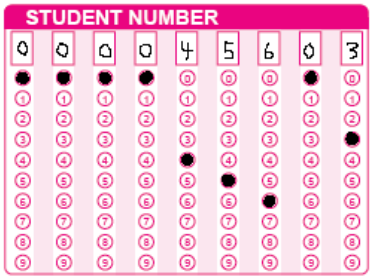
BEFORE THE ASSESSMENT:

1. The four tests may be administered over a 4-day period (Math on Monday, Science on Tuesday, Social Studies on Wednesday, Reading on Thursday, and make-ups on Friday..
2. Student Scan Sheets MUST be grouped together by class or period in order for you to receive results by class or period. i.e. Each set must have a "Teacher Cover Sheet" that you need to complete and place on top of each class set of scan sheets.
3. If the sheets are not "pre-slugged," instruct your students on the correct way to fill out the identification side of the scan sheet.
4. A No. 2 wood pencil must be used to fill in the "bubbles" on the form. Do not use a mechanical pencil. There have been problems with mechanical pencil mark detection.
5. Each student taking the test(s) must have a **unique student number**, up to 9 digits, entered correctly on each scan sheet. This same number must be used each time the student takes a test. This is already done if your school chose to pre-slug the scan sheets. CAUTION: If the student has less than a 9-digit ID number, DO NOT fill-in the empty trailing columns with 0's. **Note the following examples in which the unique Student ID is 45603**

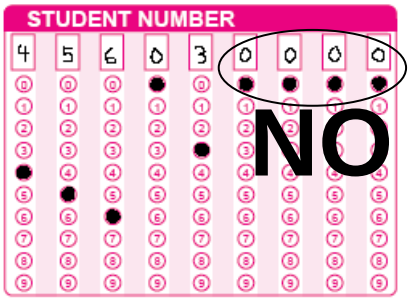
These three examples are ACCEPTABLE because the number value remains the same:





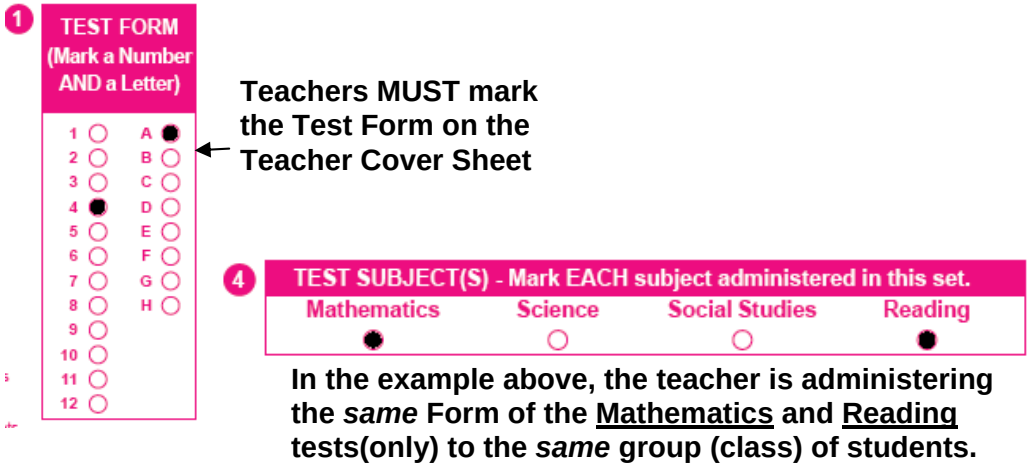


The sample to the right is INCORRECT because the trailing 0's change the number value to 456030000. **DO NOT ADD TRAILING ZEROS to Student ID numbers containing less than 9 digits.**



*Student information on blank sheets **must** be filled-in completely and accurately by the teacher or student.*

6. IMPORTANT: Even if the sheets are pre-slugged, the **Test Form** (number and letter) should be marked on each Student Response Sheet. Both the **Test Form** and the **Test Subject(s)** administered must also be marked on each Teacher Cover Sheet. (*see* the examples below)). *The Form marked on the cover sheet overrides student form marks*.


1
TEST FORM
(Mark a Number AND a Letter)
1 2 3 4 5 6 7 8 9 10 11 12
A B C D E F G H
Teachers MUST mark the Test Form on the Teacher Cover Sheet
4
TEST SUBJECT(S) - Mark EACH subject administered in this set.
Mathematics
Science
Social Studies
Reading

In the example above, the teacher is administering the *same* Form of the Mathematics and Reading tests(only) to the *same* group (class) of students.

7. Teachers teaching the same subject for different groups (classes) of students should mark a class **period (group) number** between 1 and 9 on the Teacher Cover Sheet to more easily distinguish among different classes in the Pro-Core reports.

   If not pre-slugged: Instruct students to print their name and Student ID on the front of the scan-sheet AND fill-in the corresponding "bubbles."

   NOTE: Student or teacher information on blank sheets must be filled-in completely and accurately, including the FORM (letter and number) of the test being administered.

DURING THE ASSESSMENT:

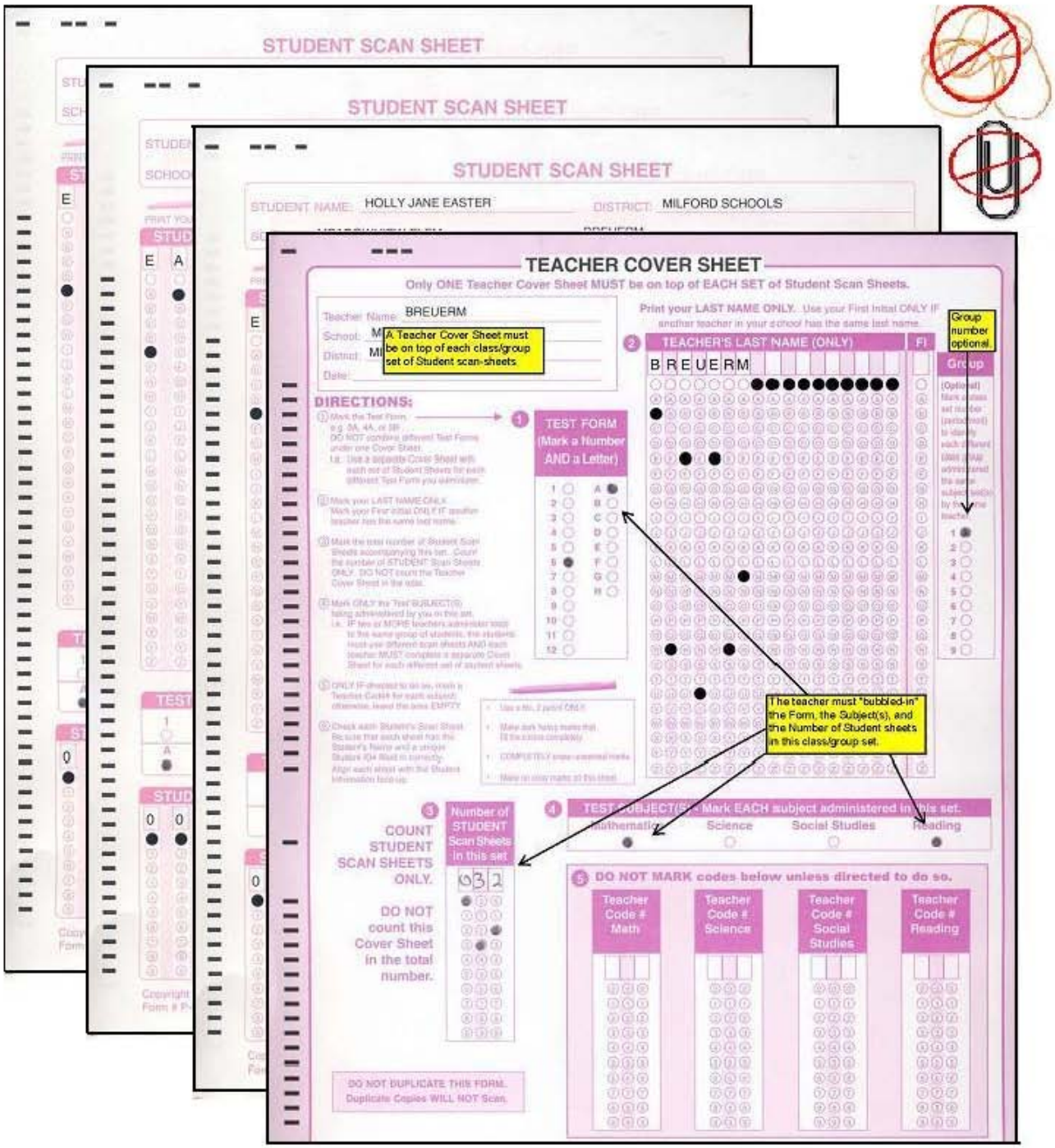
1. Highly recommended: Test administrators should walk around the room, checking that students are "bubbling-in" correctly (making dark marks; no extraneous marks on the scan sheet; no multiple marks for each answer; bubbles are filled in completely.
2. We recommend younger students mark their answers on the test itself while they are taking it, including doing any calculations or making notes on the test itself. Then after they are finished, transfer their answers to the scan sheet. NOTE: In this case, the test booklets must NOT be reused..

AFTER THE ASSESSMENT:

1. Collect all Student Scan Sheets at the end of the testing period and place them under a Teacher Cover Sheet. Each class set of Student Scan Sheets MUST be headed by one Teacher Cover Sheet.
2. Align all the scan sheets facing-up, and oriented with the timing-marks on the left.
3. On the Teacher Cover Sheet, you MUST fill-in the Test Form (number and letter) and Test Subject as well as the total Number of Student Scan Sheets in the class set. NOTE: The use of paper clips or rubber bands is discouraged. They damage the sheets.

4. Return the each completed set of **Teacher Cover sheet and Student Response sheets** AND the Test Booklets to the Test Coordinator. All Form B test booklets MUST be accounted for and destroyed at the end of the testing schedule.
5. Teacher Class results will be returned to your school in approximately 5 school days.

Return Order of <u>each set</u> of completed scan sheets


STUDENT SCAN SHEET
STUDENT SCAN SHEET
STUDENT SCAN SHEET
STUDENT NAME: HOLLY JANE EASTER
DISTRICT: MILFORD SCHOOLS
TEACHER COVER SHEET
Only ONE Teacher Cover Sheet MUST be on top of EACH SET of Student Scan Sheets.
Teacher Name: BREUERM
A Teacher Cover Sheet must be on top of each class/group set of Student scan-sheets.
Print your LAST NAME ONLY. Use your First Initial ONLY IF another teacher in your school has the same last name.
TEACHER'S LAST NAME (ONLY)
B R E U E R M
Group number optional.
DIRECTIONS:
TEST FORM (Mark a Number AND a Letter)
The teacher must "bubbled-in" the Form, the Subject(s), and the Number of Student sheets in this class/group set.
COUNT STUDENT SCAN SHEETS ONLY.
DO NOT count this Cover Sheet in the total number.
Number of STUDENT Scan Sheets in this set
032
Mathematics
Science
Social Studies
Reading
DO NOT MARK codes below unless directed to do so.
Teacher Code # Math
Teacher Code # Science
Teacher Code # Social Studies
Teacher Code # Reading
DO NOT DUPLICATE THIS FORM.
Duplicate Copies WILL NOT Scan.

Selected Pro-Core Report Descriptions

Below is a brief description of the basic reports. The three critical reports that should be printed for teachers are 2, 3 and 4. It is recommended that you share the School Standards Summary report with the teachers as well.

These reports can be printed directly from the **Main Menu** of the Pro-Core School Reports Program.

1. **School Standards Summary**: This is a school Content Standards summary report. Besides giving you school and class averages, it can be used as a starting point for your students.
2. **Class Ranking**: This gives a lot more detail by ranking benchmarks/grade level indicators from weakest to strongest. This is a great report for analyzing class strengths and weaknesses.
3. **Grouping Report:** A minimum of two questions are given on each test for every benchmark/grade level indicator. They are numbered across the top of the chart and are listed on the second page so you know which Benchmark/GLI each number corresponds to. This report shows a + (plus) sign if the student correctly answered both questions; a - (minus) if they missed one; a gap indicates the student missed both questions.
4. **Item Response Analysis**: Each of the four responses will have a % of students choosing A, B, C & D. This is helpful in identifying student misconceptions. The correct answer will be indicated by an asterisk.

There are 20 additional school, class/teacher, and subject reports available in the Pro-Core School Reports Program. There are 15 progress reports that may be generated from the NEW On-Track data tool module. Samples of the additional Pro-Core Reports are contained in the ***Appendices*** of this Manual.

See further important information about printer setup and printing various reports in Section E of this Manual.

Information about the Pro-Core Short Cycle Web Assessment (SCWA) program and reports is contained in a separate manual available from the Pro-Core online Support page: Go to http://Pro-Core.us/manuals.html

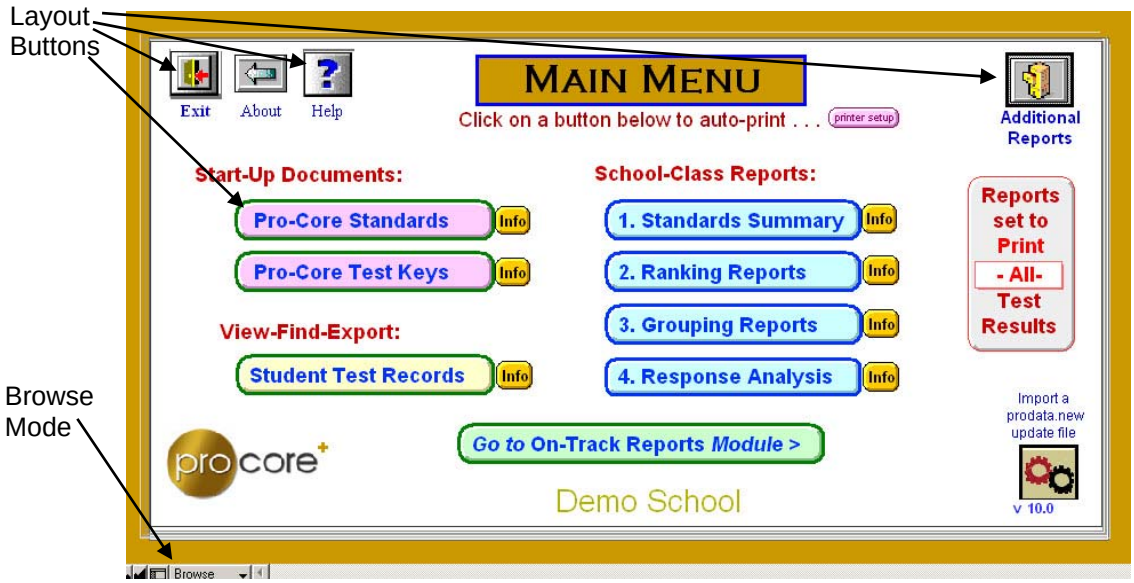
Pro-Core+ School Reports Program
User's Guide (FileMaker PRO)

Introduction

The **Pro-Core School Reports Program** is a *relational* database program. That is, it consists of several *modules* (tables or files) that are related in one way or another. It is assumed you know how to use a *mouse* and how to *navigate* through various *dialogue boxes* and *windows* (layouts) that appear on a computer. The program is built on a FileMaker Pro (FMP) platform.

You do not need to understand relational databases to operate this program, but you will need to understand some basic terms, such as *button, file, field, record, sort, form, layout screen, list, report*. You will find these terms explained in context below, as well as in the various "Help" and "Info" windows in the program itself. Sample reports are contained in Appendix A and Appendix B of this manual.

To avoid problems, ALWAYS use the **layout *buttons*** provided on each screen window to navigate through the files. That is, do NOT select commands from the FMP Menu Bar in the normal operation of the Pro-Core program.



Main Menu Window

Pro-Core+ Modes of Operation

The Pro-Core (FileMaker) database operates in three *modes*:

- Browse Mode – used to view records
- Find Mode – used to find a record or set of records
- Preview Mode – shows how a report looks prior to printing

You will mainly work in **Browse Mode**. This is the default setting. In Browse Mode, you work with the contents of a module to view data or generate various reports. You can view, select, omit, and sort records in Browse mode. If you ever are "stranded" in a particular window, switching to Browse Mode will most likely get you back on track.

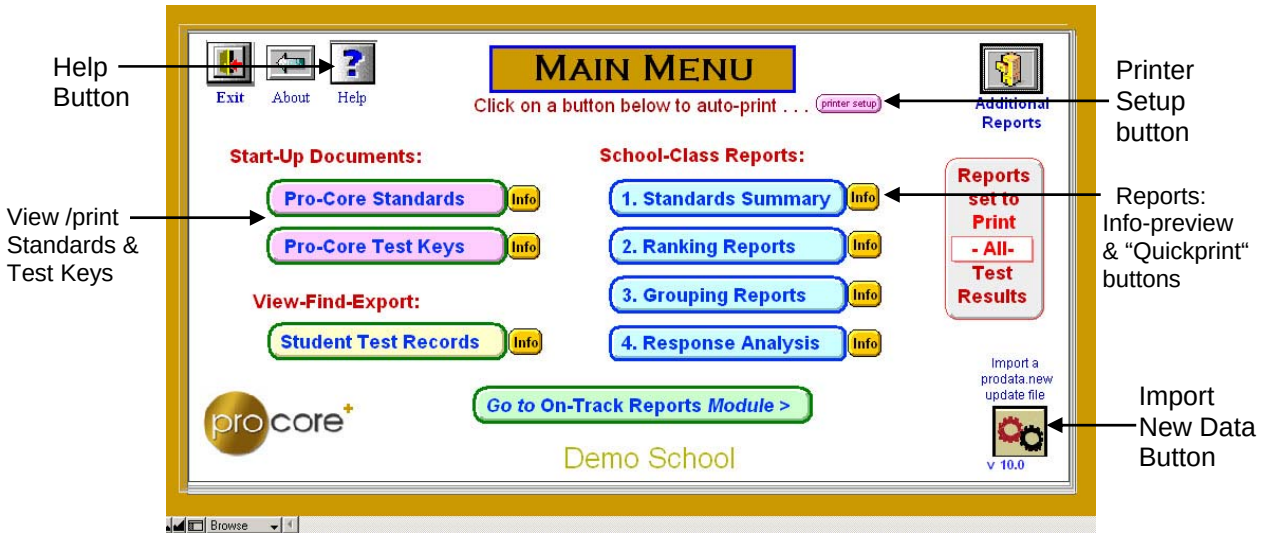
Sometimes, you will work in **Find Mode**. In Find Mode, you will fill-out find requests to find records that match a set of criteria that you propose. Then you can work with the **found set** of records. This mode is very important in locating specific records or information. You will use this mode to correctly generate an individual report for a specific student or a specific teacher, or to specify a particular range of records for a summary report. After finding a set of records, the program will return to the Browse Mode. The number of the found set will appear under the "flip cards" at the top left of the screen.

Preview Mode is used to give you an idea of what a record, form, or report will look like before it is printed. It is a good idea to preview before printing to make sure the data you have selected to print is correct.

Pro-Core+ School Reports Program Main Menu

The Main Menu buttons allow you to auto-print a variety of school reports. Each contains an "Info" button that provides a short description of the report and a preview sample page prior to printing.

NOTE the small printer setup button at the top of the layout. You should use it to verify that your printer is correctly selected prior to printing.



The two START-UP DOCUMENTS buttons allow you to select and print Pro-Core Test Standards and/or answer Test Keys. Follow the on-screen directions.

The VIEW-FIND-EXPORT STUDENT TEST RECORDS button allows you to browse, sort, select, and print a list or export a spreadsheet (.csv) file of student test information.

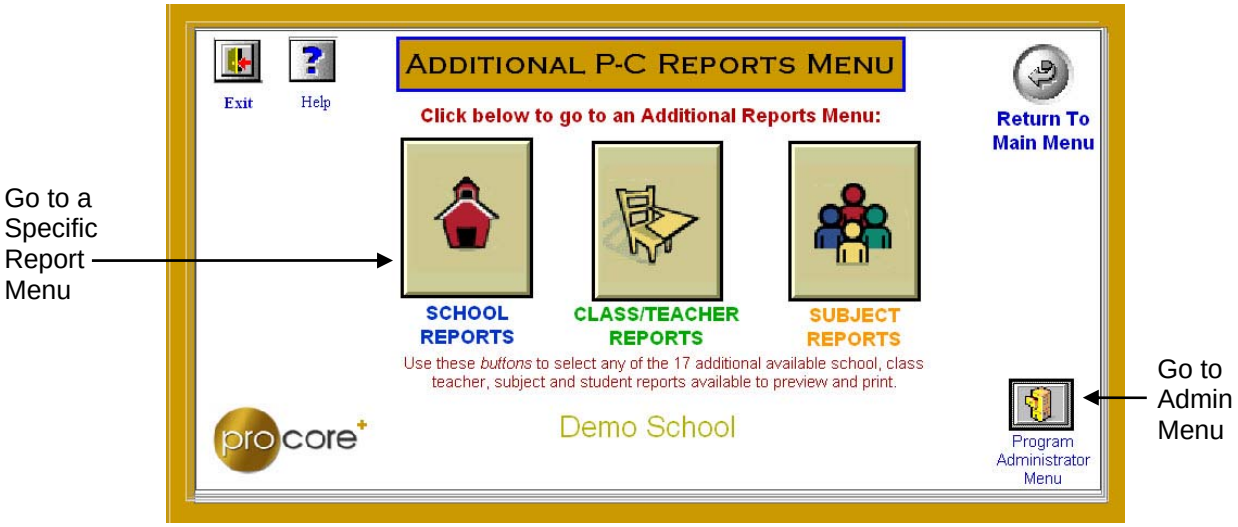
The four SCHOOL-CLASS REPORTS buttons allow you to auto-print the 4 most commonly used Pro-Core Reports. Follow the on-screen directions

The *GO TO* ON-TRACK REPORTS MODULE button takes you to the On-Track Reports Menu containing 18 special pre- and post-test reports.

The IMPORT "PRODATA.NEW" button is used to import new students, teachers, and records data files contained in a prodata.new file from your Pro-Core program folder. After each Pro-Core test "run," IF additional new data is added, a file named "prodata.new" will be emailed to you; otherwise, you will not need to use this button if you score your Pro-Core tests in-school using the "Manual Entry of Student Reponses" feature.

Pro-Core+ Additional Reports Menu

Click the button at the top right of the Main Menu layout to go to the Additional Reports Menu.


Go to a Specific Report Menu
Exit
Help
ADDITIONAL P-C REPORTS MENU
Click below to go to an Additional Reports Menu:
Return To Main Menu
SCHOOL REPORTS
CLASS/TEACHER REPORTS
SUBJECT REPORTS
Use these buttons to select any of the 17 additional available school, class teacher, subject and student reports available to preview and print.
Demo School
Program Administrator Menu
Go to Admin Menu

The SCHOOL REPORTS button takes you to the School Reports--Preview and Print menu. There you will have the option to select from a variety class or pupil reports for the ENTIRE school,

The CLASS/TEACHER REPORTS button takes you to the Class/Teachers Reports Preview and Print menu. There you will have the option to select from a variety class or pupil reports for SELECTED classes or teachers.

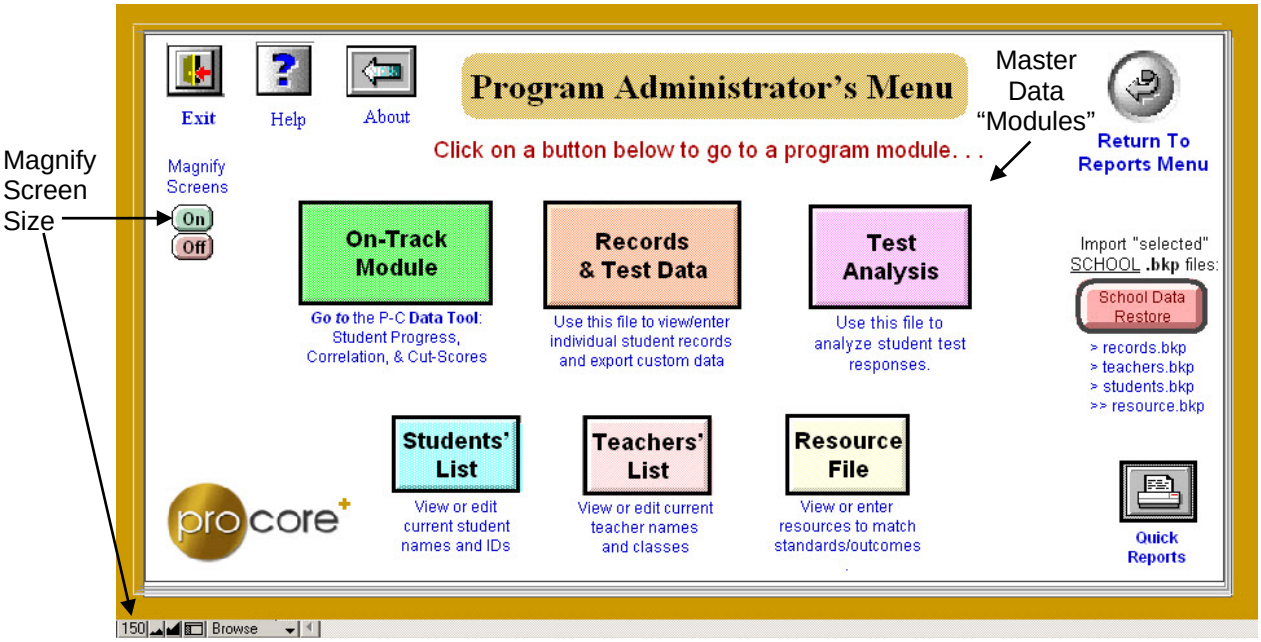
The SUBJECT REPORTS button takes you to the Subject/Test Reports Preview and Print menu. There you will have the option to select from a variety class or pupil reports for SELECTED test subjects and grade levels.

Simply follow the on-screen directions for previewing and/or printing reports, or contact your Pro-Core representative for additional assistance, if needed.

Program Administrator's Menu Buttons

To go to the Program Administrator's Menu, click the button at the bottom right of the Additional Reports Menu layout.

The Magnify Screens buttons allow you to resize the Pro-Core file windows. The default window size for FileMaker window is set at 150%. This is the normal size for viewing Pro-Core windows on a 17" monitor. To reduce the windows to 100%, click the "OFF" button. To return the window sizes to 150%, click the "ON" button.
Note: You may have to resize EACH FileMaker Window after changing the window sizes.



The ON-TRACK MODULE is a *Data Tool* Program that generates proficiency "cut-scores" for the school year and calculates student growth and teacher effectiveness. It can correlate students' Pro-Core test scores with the State test standard scores if the latter are provided. Data from this module automatically merges with your Pro-Core School Reports and provides additional student progress information. *See pages I-19f.*

The RECORDS & TEST DATA module is a Master File where ALL student cumulative test records are kept. Data in this file is pre-entered, but additional records may be imported or manually entered by a program user. A student's identification number or teacher's code number MUST accompany each record entered into this file in order to appear in the various reports. CAUTION: Changing data in this file will change the reports generated by the program in other related files.

The TEST ANALYSIS module is a Temporary File where all student test item responses from the Records File are imported upon request. Data in this file MUST be updated when new records are added to the Records file for the Test Item Analysis file to be current. An automatic reminder is provided to update the file when new Records are added.
The STUDENTS' LIST is a Master Table of all Student ID numbers and matching student names. You MUST manually enter or import any new student names and/or codes as needed. Additional student information may also be added to this file if desired.

The TEACHERS' LIST is a Master Table of all Teacher Codes and matching teacher names. You MUST manually enter or import any new teacher names and/or codes as needed. Additional teacher information may also be added to this file if desired.

The RESOURCES module is a Master Table where references to instructional resources may be kept. Data in this file may already have been entered by your Pro-Core representative, or you may enter resources yourself. You may use this file to view or printout resources for each available test.
Caution: Changing any data in this file will affect all student prescriptions.

Backup Scripts and School Data Restore Button

When exiting this program, after entering any new data in any file, you will automatically be asked if you want to backup the file. It is a good idea to backup data at regular intervals, especially if you have made additions or changes to data in the respective modules. Records are automatically saved to text files named records.bkp, students.bkp, teachers.bkp, main.bkp, resource.bkp and testkey.bkp.

To restore records to a lost or damaged file, you must first delete all the records in that file, and then import the data from the samename.bkp file in the proper import order. For your convenience, a School Data Restore button is provided in the Administrator's Menu to easily accomplish this task.

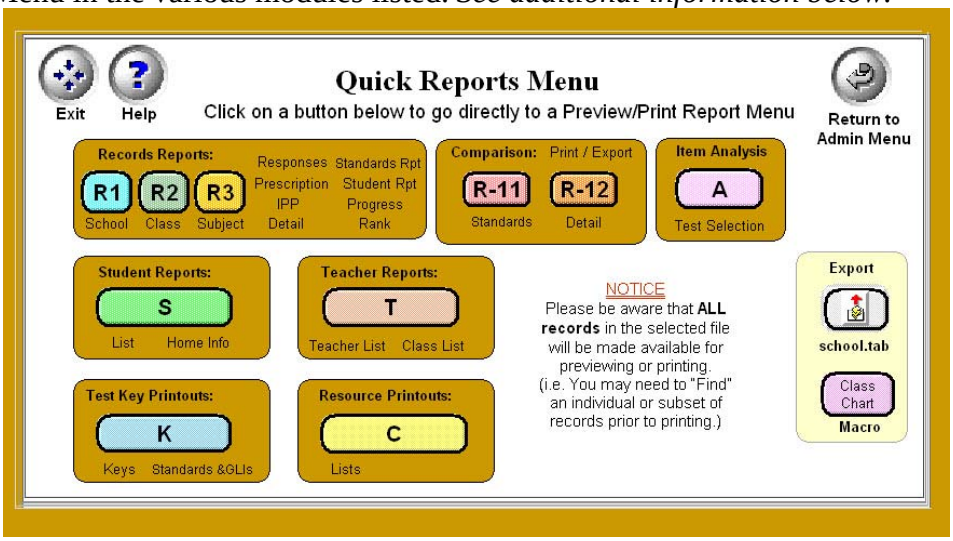
An optional Restore Data script is also provided in each individual file under the Script selection in the menu bar to accomplish this task. A Backup Data script is also provided there.

NOTE: The "Restore Data" procedure is NOT the same as the "Recover File" procedure. (*SEE* below: "Recovering Damaged Files"

The procedure for recovering a damaged file is described below. Alternate methods are contained in the README.txt file contained in your originally downloaded Pro-Core School Reports folder. The safest method for insuring the life of your files AND data is to keep your originally downloaded *schoolname*.zip file in a safe place.

Program Administrator's Quick Reports Menu

At the bottom of the Administrator's Menu is a Quick Reports Menu button. Clicking on this button will take you to sets of file buttons that allow you to immediately go to the Report Menu in the various modules listed. *See additional information below.*



These buttons allow you to preview and/or print all the records in a report. You will still be required to find a subset or range of records prior to printing a specific individual or class report or chart.

Recovering Damaged Files

The main causes of damaged (or corrupted) files are: (1) power failures or printer or computer "crashes" while the Pro-Core program is still open; (2) exiting (quitting) the program or resetting the computer in the midst of a procedure; (3) exiting (closing) individual modules other than by using the Close button provided at the top of each file window; or (4) exiting (quitting) the entire program other than by using the Exit buttons provided at the top of the Main Menu window.

There are various methods for recovering damaged files depending on the computer you are using and the version of the Pro-Core program you originally downloaded.

If a file becomes damaged, a dialog box appears telling you to contact the developer. This is NOT necessary if you received your program in an email link within the past 30 days, simply delete the ENTIRE damaged program, and download the program again from the link. The other recovery methods are explained in more detail in the "ReadMe" file located in your Pro-Core School Reports Folder.

Simple Recovery Method—Plan ahead!

The SIMPLEST procedure for recovering damaged files is to have PREVIOUSLY copied your ENTIRE Pro-Core software folder to an "archive" folder. Then, if a file is damaged, you can simply replace the damaged file with the corresponding "same-name.twm" file.

Standard FileMaker Recovery Method

- On a Windows computer, press Ctrl+Shift while double-clicking the damaged file icon. Hold the keys down until you see the Recover File dialog box.
- On a Macintosh computer, press Option+Cmd while double-clicking the damaged file icon. Hold the keys down until you see the Recover File dialog box.

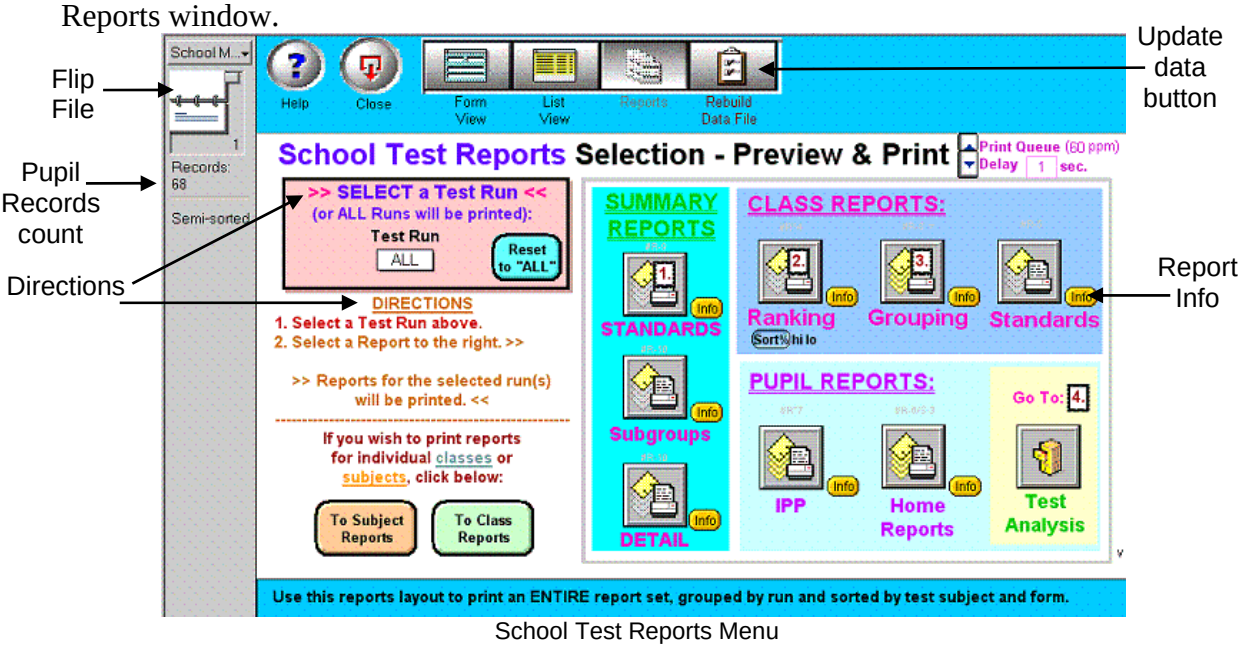
During the recovery process, the FileMaker Pro application creates a new file, renames the damaged file by adding the word “Old” to the end of the filename, and gives the repaired file the original name.

Menus for Viewing, Printing School, Class, and Subject Reports

The Reports module is a DATA File where ALL student cumulative response records are scored and updated. Data in this file is imported from the Records File. This module is updated automatically when a "prodata.new" file is imported into the database, or manually when the program user clicks the Rebuild Data File button.

NOTE: This file generates all Pro-Core reports. If data in this module is missing or inaccurate, the data in the Records File must be corrected and *updated* before accurate reports can be printed.

Whenever you "manually modify" data in the Records file (i.e. change, add, delete records), you should manually UPDATE the data in this Reports module if you are not prompted to do so. Use the “Rebuild Data File” button provided at the top of the each Reports window.



School Test Reports Menu

WARNING: Prior to printing reports, be sure your printer is powered on and sufficient paper is loaded into the printer. For example, if there are 100 pupil records indicated in

the flip-file box to the top left of the window, and you are printing ALL individual pupil reports, you will need 100 sheets of paper in your printer. Once a set of reports begins printing, you must print the entire set. If you cancel printing in the middle of a printing procedure, you will have to print the entire set from the beginning again. "Force-quitting" the program may cause a module to become corrupted.

Additional Reports Menus Selections

There are three general types of Reports that can be generated in the Pro-Core program: (1) School Reports, (2) Class/Teacher Reports, and (3) Subject/Grade Reports.

If NO selection is made within the selection pop-up boxes, ALL the data for the Report selected will be printed (i.e. ALL teachers, subjects, runs).

Special Note: A "run" refers to the order in which a school's set of test data was processed. For *most* schools, Form A is processed in Run 1; Form B is processed in Run 2. Run numbers are used because some schools have up to four test runs which include mixes of Form A, B, C, or other customized test forms.

When changing selections in the pop-up boxes in the Reports module, the program will ALWAYS generate the report for the LAST item selected. If the items do not seem to match, it is best to click the RESET button provided, and make the selection(s) again.

1. **School** Test Reports Menu

The School Test Reports numbered 1, 2, and 3 within the button icons are the same reports generated from the Main Menu "Quick-Print" command buttons. However, the School Test Report Menu buttons allow you to select some additional printing options.

The directions for printing School Test Reports are on the School Test Reports Selection Preview and Print menu window layout. A Test Run is selected, and then a specific Class or Pupil Report is selected. If a run is not selected, ALL the test results for the selected Class or Pupil report will be separately printed.

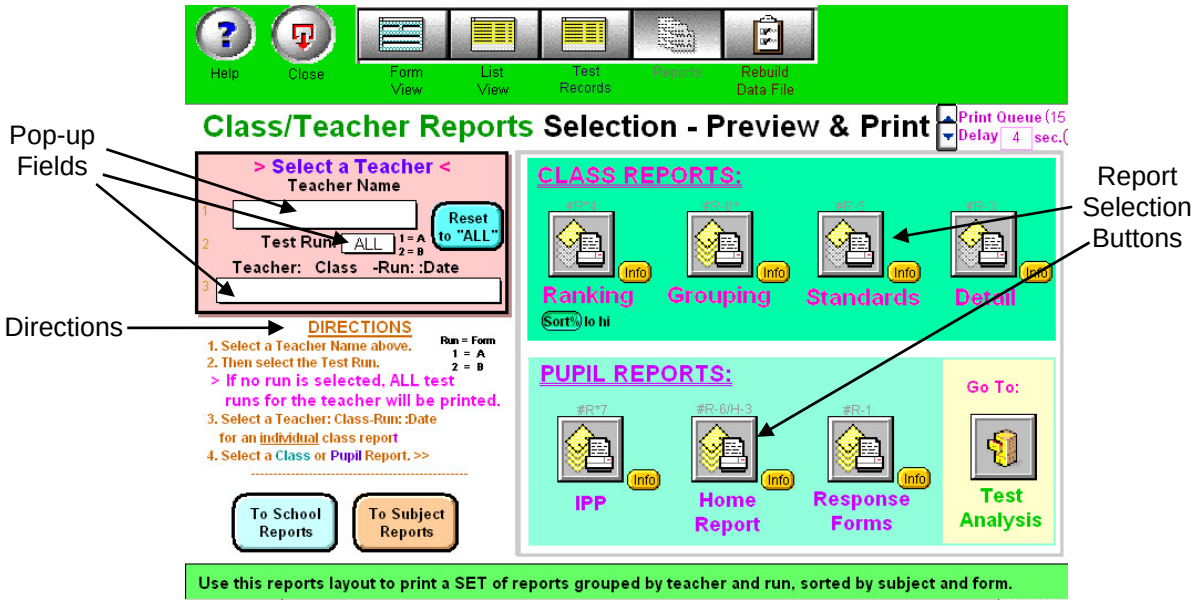
Three special School Summary Report buttons are provided in the Reports window: (1) Standards Summary, (2) Subgroups Summary, and (3) Detail Summary.

See Appendix A for Sample School Reports.

Note: The Subgroups Summary generates disaggregate demographic reports by subject ONLY IF "Special Codes" have been included in the school's original data file.

2. **Class/Teacher** Reports Menu

The directions for printing Class Teacher Reports are on the Class Teacher Reports Selection Preview and Print menu window. A Class Teacher is selected, and then a specific run is selected. If you wish to print an individual class Teacher report, then a third choice is made. If a run is not selected, ALL the test results for the selected Class or Pupil report will be separately printed.



Individual or class Student Responses and Home Reports may also be accessed from this reports menu.

See Appendix A for Sample Class Teacher Reports.

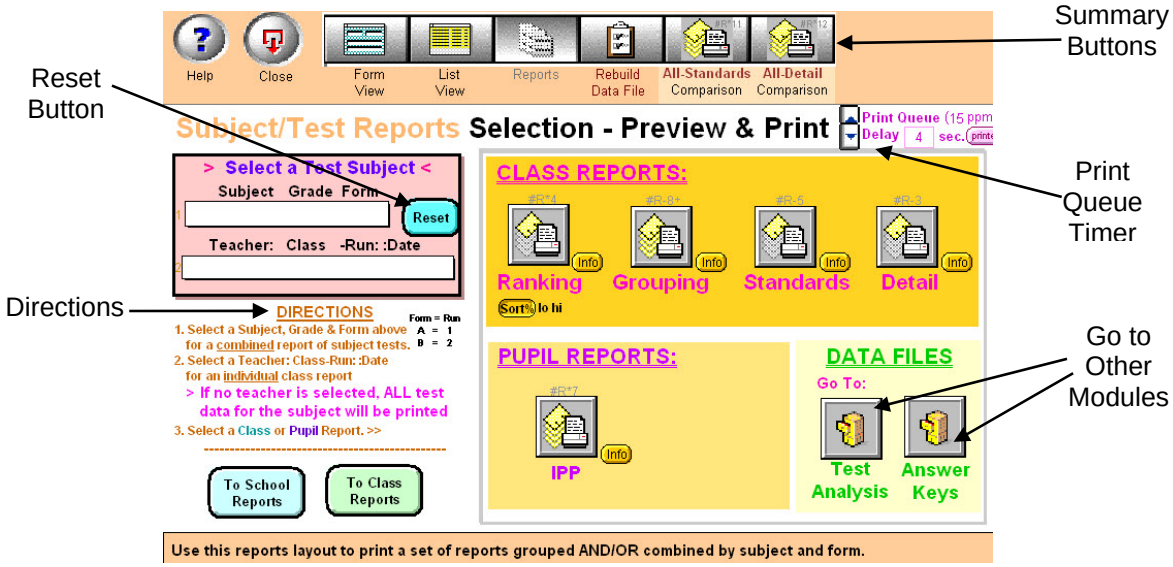
The Test Analysis module may also be accessed from the Class/Teacher Reports Menu.

3. **Subject/Test** Reports Menu

The directions for printing Subject Test Reports are on the Subject Test Reports Selection Preview and Print menu window. A test Subject, Grade, and Form is selected. ALL classes for that particular subject will be combined into one report. If you wish to print an individual class Subject Test report, then a second choice is made.

Two special ALL Subject Aggregate Summary report buttons are provided at the top of the window:

(1) All-Standards Comparison Summary, and (2) All-Detail Comparison Summary.



See the Appendix A for Sample Subject Test Reports.

The Test Analysis and Test Keys modules may also be accessed from the Subject/Tests Reports Menu.

PRINTER TROUBLE-SHOOTING:

If you are experiencing printer problems while Printing Reports:

First, check the “Printer Setup” to make sure your school printer is named. A small “printer setup” button is provided at the top of each reports menu layout.

Before selecting "All” reports or entire report runs (batch reports) from the Main Menu, it may be necessary to set the Print Queue Delay field on the right side of the menu window to a higher or lower number depending on the speed of your printer and available memory on your computer system.

If you are experiencing printer crashes, out-of-memory messages, or undecipherable reports partway through a batch-printing procedure, you should set the Print Queue Delay field to a longer delay (5-10 seconds or more). This will prevent your print queue or system buffer from overflowing and crashing.

If you are using a high-speed printer with sufficient system memory and buffer, you may wish to set the Print Queue Delay field to a lower delay (0-5 seconds). This will cause the

Pro-Core program to send print commands to your printer as fast as the printer will process them.

You may need to experiment with different settings for an optimum batch printing speed. Generally, "ALL" reports require a higher (slower) setting (5-10 second-delay); "INDIVIDUAL" reports DO NOT require speed setting changes since only one report page is printed with each print command.

For your convenience, a printer pages-per-minute (ppm) number is also displayed. You can check your printer documentation to determine the pages-per-minute speed of your printer and set the print queue number accordingly.

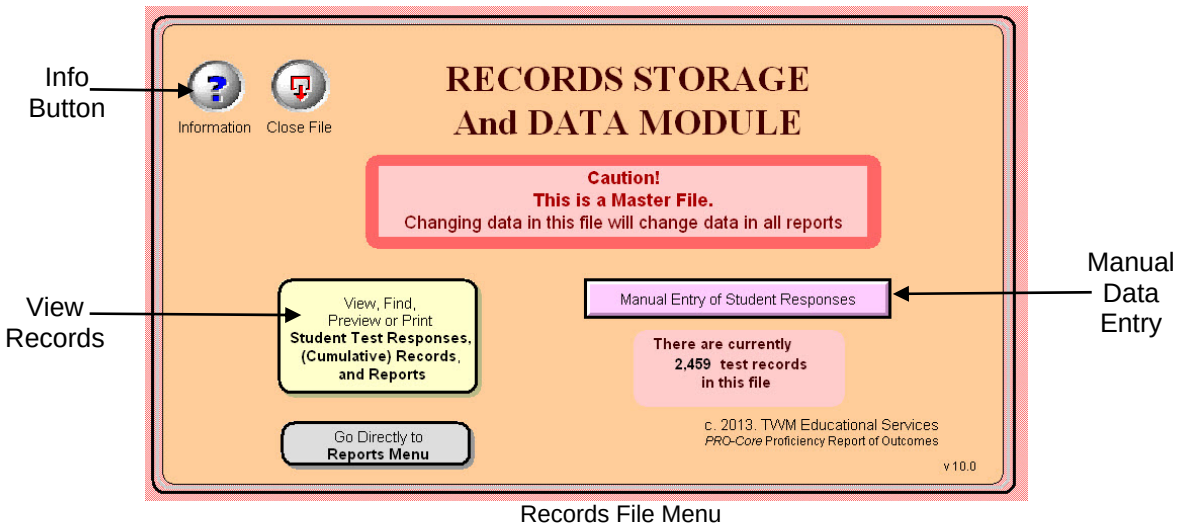
The Records Storage Module: Manual Entry of Student Test Responses

The Records Storage module is a Master File where ALL student cumulative response records are kept. Data in this file is pre-entered or may be entered manually by the program user. This procedure is particularly useful if a few students take a "make-up" test after all the school's test responses have been submitted, or you wish to have a student retake a test.

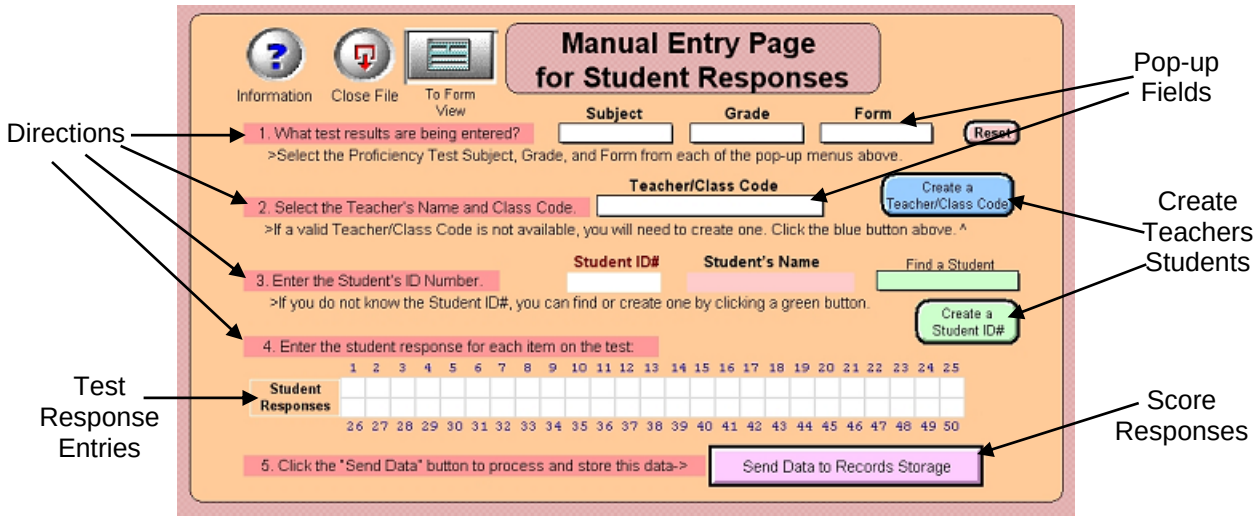
CAUTION: Changing data in this file will permanently change the data on reports generated by the computer in other related files.

Manual Entry of Test Responses

Individual data may be entered manually by the program user from the Records Storage module opening screen, click the "Manual Entry of Student Responses" button. Follow the on-screen directions and enter the requested data manually. Only number codes should be entered in fields as designated in the on-screen windows. ALL DATA MUST MATCH THE GIVEN CRITERIA AND TEST FIELDS IN ORDER TO GENERATE ACCURATE REPORTS. A "Test Button" is provided in the student's Records Form window to help you scan for mismatched, duplicate, or incomplete data.
See additional information below.


Info Button
Information
Close File
RECORDS STORAGE
And DATA MODULE
Caution!
This is a Master File.
Changing data in this file will change data in all reports
View Records
View, Find, Preview or Print Student Test Responses, (Cumulative) Records, and Reports
Manual Entry of Student Responses
Manual Data Entry
There are currently 2,459 test records in this file
Go Directly to Reports Menu
c. 2013. TWM Educational Services
PRO-Core Proficiency Report of Outcomes
v 10.0
Records File Menu

If a student's or teacher's NAME does NOT appear in a pop-up menu or look-up field, then the name is NOT in the Student or Teachers file (i.e. there is NO record of the person having been entered in one of those files). This may also be the result of a student NOT entering an accurate STUDENT ID number on the response sheet, or the teacher NOT entering an accurate Teacher Code.


Manual Entry Page for Student Responses
Information
Close File
To Form View
Subject
Grade
Form
Reset
1. What test results are being entered?
>Select the Proficiency Test Subject, Grade, and Form from each of the pop-up menus above.
Teacher/Class Code
2. Select the Teacher's Name and Class Code.
Create a Teacher/Class Code
>If a valid Teacher/Class Code is not available, you will need to create one. Click the blue button above. ^
Student ID#
Student's Name
Find a Student
3. Enter the Student's ID Number.
>If you do not know the Student ID#, you can find or create one by clicking a green button.
Create a Student ID#
4. Enter the student response for each item on the test:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Student Responses
26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
5. Click the "Send Data" button to process and store this data->
Send Data to Records Storage
Directions
Pop-up Fields
Create Teachers Students
Test Response Entries
Score Responses
Manual Entry Window

Once student responses are imported into the Records Storage file, you can NOT change, edit, or modify the response data.

If you wish to correct an individual student record, you must DELETE the entire student record, and RE-ENTER the individual student data manually.

Scan Sheet Entry of Student Responses

For schools administering paper-pencil assessments, student response data is normally imported into this file from the Students' Response Sheet, Scantron Form# P-O 3.0. Otherwise, the data is imported from the school's online test results.

Scan sheet data is imported into this file by following the three-step procedure:

Step 1: "Scan Response Sheet" button activates the scanner; then the sheets are scanned;

Step 2. "Process/Edit Scanned Data" procedure is followed using the on-screen prompts;

Step 3. "Import Processed Data File to Records Storage" procedure follows with on-screen prompts.

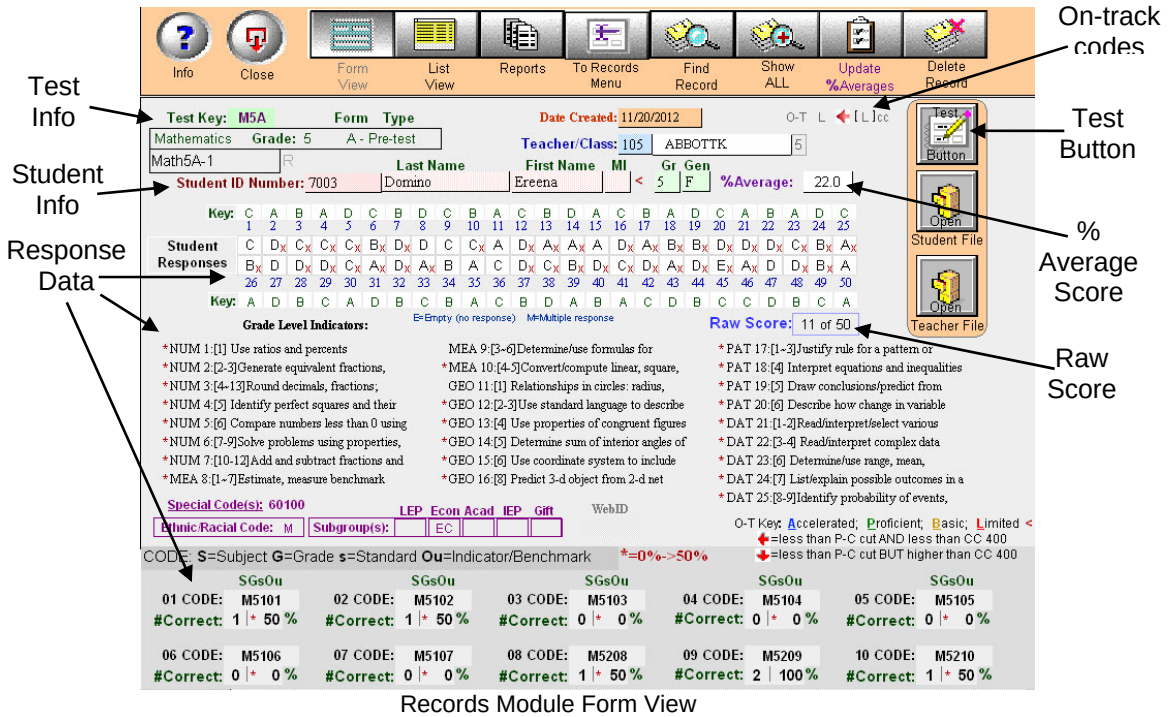
NOTE: All three steps require "human intervention" based on how well the scan sheets are marked. It is a good idea to check all student response sheets for completeness BEFORE scanning. Student ID Numbers MUST be accurate, unique to each student, and correctly marked on the scan sheet to generate accurate reports. *See* a Sample Student Form in Appendix C.

An Automatic Test Switch is provided to automatically test forms as they are processed for certain types of errors. When left "On," you will be prompted to correct possible name and code errors, and/or enter missing data. When records are imported from the scanner import file, the program will automatically switch to the Student Records Forms window.

Although it is a good idea to browse the newly imported records to check if any data is incorrect or missing, it is best to edit or correct student response cards BEFORE they are first imported, and before you need to generate reports. Individual student information is generated from the most recently imported data. Certain data is generated automatically by the computer. Some fields are auto-generated.

Using the Test Button

A "Test Button" is provided to help you automatically scan for mismatched, duplicate, or incomplete data. All data MUST match certain given criteria and test fields in order to print out accurate reports. When you click the Test Button, you will go to a special Test View window, which allows you to compare various data fields not seen in the normal List View window.



Records Module Form View

There are three "CODE" prompts that may appear when using the Test Button. Below is a summary of the codes. *Additional information is found in the module's Info Window.*

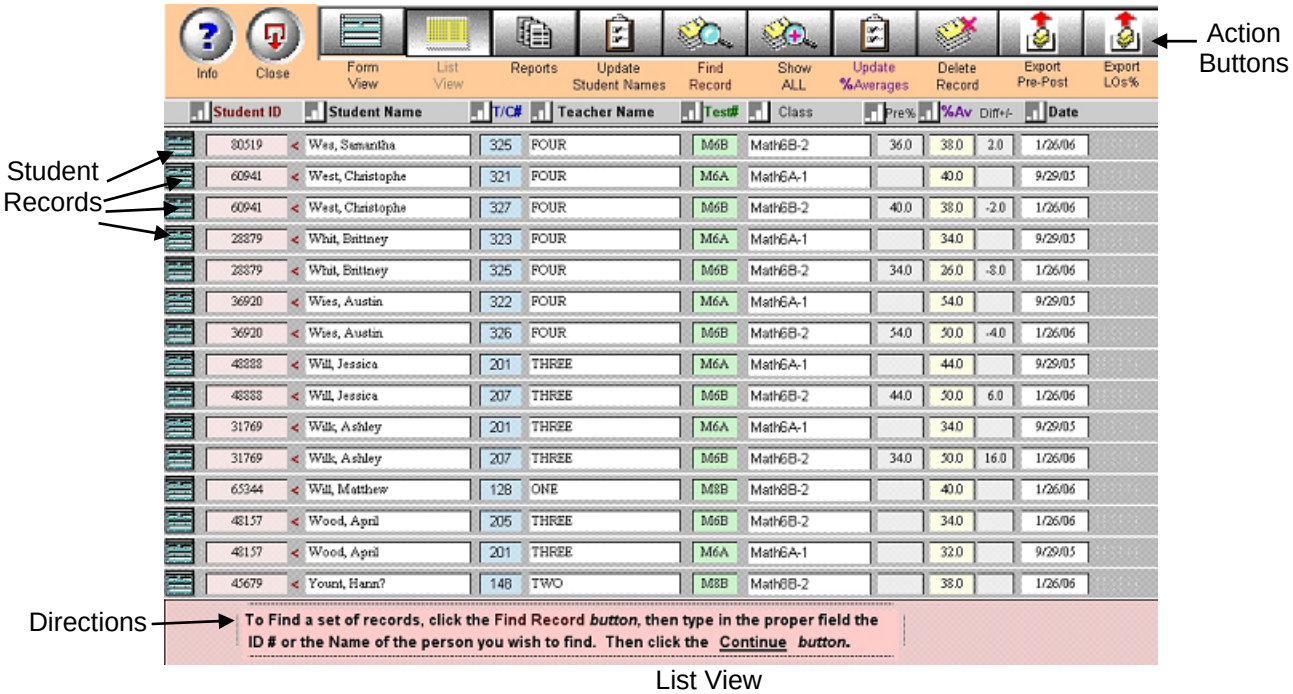
Code 1. Duplicate IDs found. This code will appear when students having the same ID number AND test form are found who ALSO took the test on the SAME DATE. Student IDs MUST be unique.

Code 2. Duplicate Test IDs found. This code will appear IF students are taking the same Test Form on two DIFFERENT DATES. This code will normally appear if first and second testing runs OF THE SAME TEST FORM are combined into one file. If this is the case, NO action needs to be taken.

Code 3. Inconsistent Name Spellings. This code will appear when students having the SAME ID number AND DIFFERENTLY SPELLED names are found. Inconsistent name spelling alone will NOT affect the scoring which is based on the Student ID number only.

Code 4. Duplicate Student IDs. This code will appear when DIFFERENT STUDENTS have the SAME ID NUMBER. You should STOP the Test script if this is detected. Student IDs MUST be unique. When the correction has been made, click the Test Button to check ALL the records again.

Code F. Testkey mismatch. This code will appear when the Student's and Teacher's TEST FORM does not match. You must STOP the Test script if this is detected. The student's Testkey and teacher's Class fields MUST match. Check the student's test record to be sure it matches the Test Form administered by the teacher. Generally, the teacher class ID (T/C#) will need to be corrected; it will rarely be the student's TestKey. The error MUST be corrected or the test score will be inaccurate and/or the record will not be able to be uploaded to the Pro-Core Web system. When the correction has been made, click the Test Button to check ALL the records again



List View

The message "Done" will appear when all four code tests have been completed. You may go back to the Form View and click the "Test Button" again to double-check the records--NO code prompts should appear if the records are *totally* accurate EXCEPT Code 2 IF you have combined 1st and 2nd test administrations of the SAME Test Form.

Statistical measures used in the Records/Reports module

Raw Score = total number correct responses made by the student out of the total number of items possible. Omissions are counted as incorrect.
%Av = percent score calculated from the average of the percent correct on each benchmark/indicator
Pre% = % Av score student received in Run 1. This is only shown in Run 2 or above records.
Dif+/- = Percent gain (loss) by student between Run 1 and Run 2 or above records. i.e. Pre-Post test difference.

NOTE: Pre% and Dif +/- scores are displayed based on each student's unique Student ID. If the student did not take a pre- and post-test, the Pre and Dif scores will not be shown nor counted in the class averages. If the student did not use the same Student ID in both tests, the Pre and Dif scores will not be shown nor counted in the class averages.

Test Analysis Module

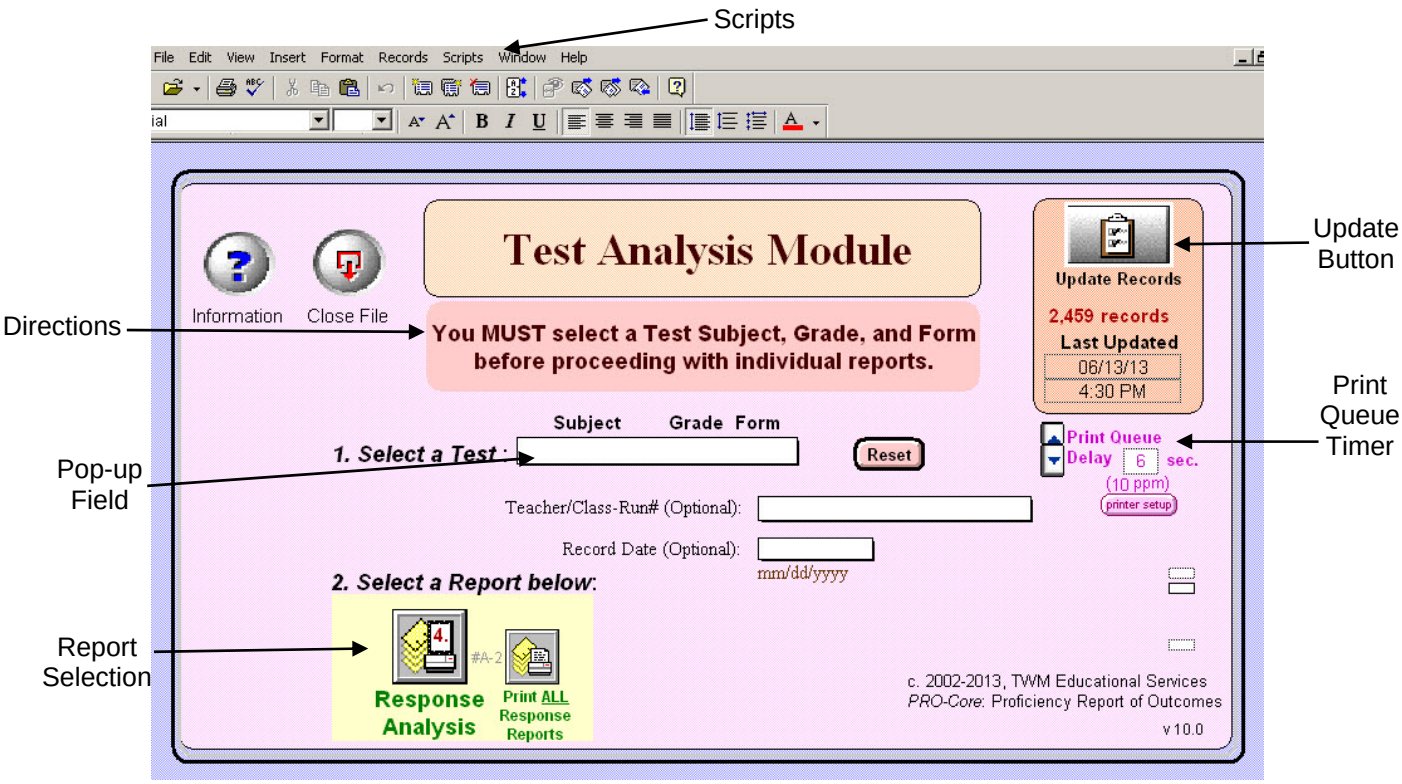
The Test Analysis module is a Temporary File where all student test item responses from the Records File are imported upon request. Data in this file MUST be updated when new records are added to the Records file for the Test Analysis file to be current. An Update button is provided to update this file.

Generating a Test Analysis Report

A test analysis report is generated by selecting the Subject, Grade, and Type of the test in the opening screen. Teacher selection is optional, but can be used to analyze the results of one particular teacher's class. Date selection is also optional, but can be used to analyze the results of the same test given on different dates.

Only the actual test data that exists from the updated Records file will appear in the selection boxes.

The Response Analysis Report shows the percent of ALL responses and non-responses (NR) including multiple-responses (MR). Tests which have less than 50 items should show a number in the NR column for each non-tested item equal to the number of students taking the test (i.e. 100%) unless students marked responses beyond the actual number of tested items. Even though responses marked beyond the actual number of tested items are NOT scored, this data is useful, along with multiple-responses non-responses, in diagnosing students' test-taking skills.



Test Analysis Menu

Individual student responses to each item on each test are available for viewing in the Records File Form View, and for previewing and printing in Class Reports: Response Reports.

Previewing and Printing Test Analysis Reports

Separate test analyses may be printed from this file, but you must return to the Opening Screen to select each separate test. When a "mixed set" of records are selected (i.e. from more than one teacher or date), only ONE randomly selected teacher's name and Date will appear in the preview/printout; otherwise, the name "All" appears.

If you wish to print ALL Item Analysis Reports for EVERY test and teacher in one batch, go to the Menu bar and click on Scripts. Then click on the "Print All Reports" selection that appears in the drop down menu.

See Sample School Reports in **Appendix A**.

Statistical measures used in the Analysis module

Total Number of Records = total number of student records contained in the set (test) being displayed

#Correct = total number of correct responses made by students for the item (question number) listed

%Correct = the percent of students who answered the item correctly out of the total number of students. This number is also known as the "p-value."

Average (AV) = statistical mean of the set of test scores. The sum of the scores divided by the number of scores.

Standard Deviation (SD) = a statistical number used to summarize the distribution of student scores on the test. A measure of the variability of a distribution, determined by the square root of the mean of the squares of the deviations of all scores in the set.

Variance = a measure of the variability determined by the square root of the standard deviation.

Reliability (r) = a measure of how reliable (consistent) a test is in differentiating student achievement. Pro-Core calculates test reliability using the Kuder-Richardson formula (KR-20).

NOTE: All current data in this file is deleted and rebuilt with new data each time the file is updated. If you wish to save an older updated individual analysis, you should print out the current found set before rebuilding the file.

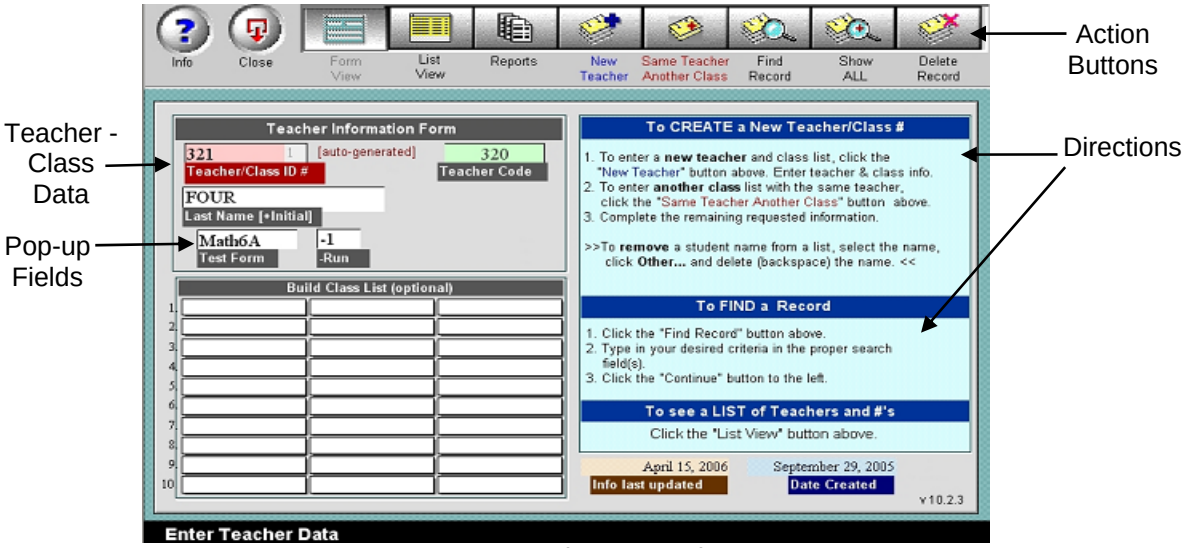
Teachers List

The Teachers table is a Master List of all Teacher Codes and related information.

You must manually enter any new teacher names and/or codes and numbers as needed. Additional teacher information may also be added to this file if desired. Only the LAST NAME of the teacher is used. If two teachers in the school have the same last name, add a different First Name Initial to the end of each teacher's Last Name.

NOTE: You MUST distinguish between adding a "New Teacher," and adding "Another Class for the Same Teacher." There is a different button provided for each selection, and a different teacher/class code and number will be generated. That is, an individual teacher will have only one Teacher Code (ending in "0"), but the same teacher may have several different Teacher/Class Numbers if the teacher has several different classes.

This distinction is important to separate the data of different classes who have the same teacher. A single digit may be added to the end of a teacher's last name to distinguish among different class groups tested in the same subject by the same teacher.

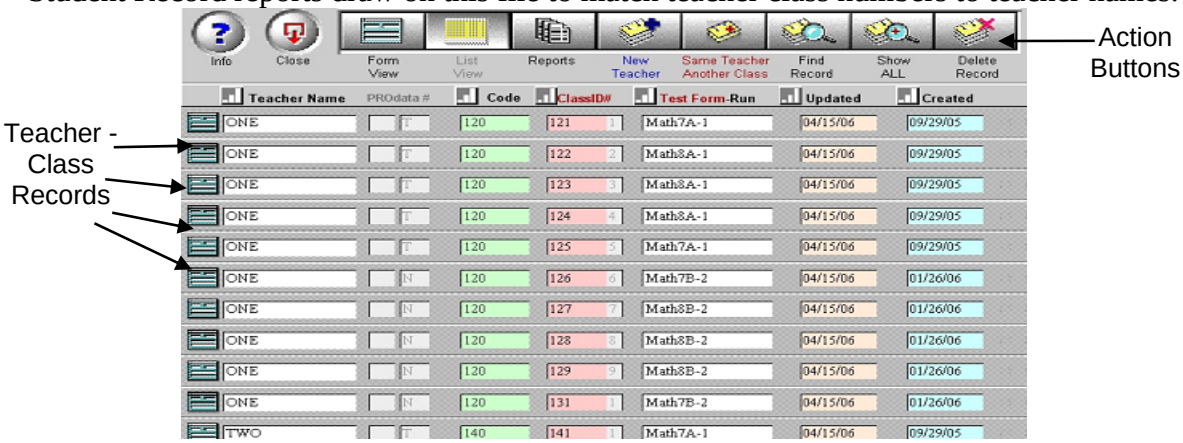

Info
Close
Form View
List View
Reports
New Teacher
Same Teacher Another Class
Find Record
Show ALL
Delete Record
Action Buttons
Teacher - Class Data
Pop-up Fields
Directions
Teacher Information Form
321
[auto-generated]
320
Teacher/Class ID #
Teacher Code
FOUR
Last Name [+Initial]
Math6A
Test Form
-1
-Run
Build Class List (optional)
To CREATE a New Teacher/Class #
1. To enter a new teacher and class list, click the "New Teacher" button above. Enter teacher & class info.
2. To enter another class list with the same teacher, click the "Same Teacher Another Class" button above.
3. Complete the remaining requested information.
>>To remove a student name from a list, select the name, click Other... and delete (backspace) the name. <<
To FIND a Record
1. Click the "Find Record" button above.
2. Type in your desired criteria in the proper search field(s).
3. Click the "Continue" button to the left.
To see a LIST of Teachers and #'s
Click the "List View" button above.
April 15, 2006
Info last updated
September 29, 2005
Date Created
v10.2.3
Enter Teacher Data

Teacher Form View

Data in this file should be checked each school year to keep the information current. Generally speaking, teacher codes should NOT be re-used or deleted since they are used by other modules to generate various reports.

Teacher information is permanently stored in this file and will not change no matter how the information reads in other related files.

Student Record reports draw on this file to match teacher class numbers to teacher names.



Teacher List View

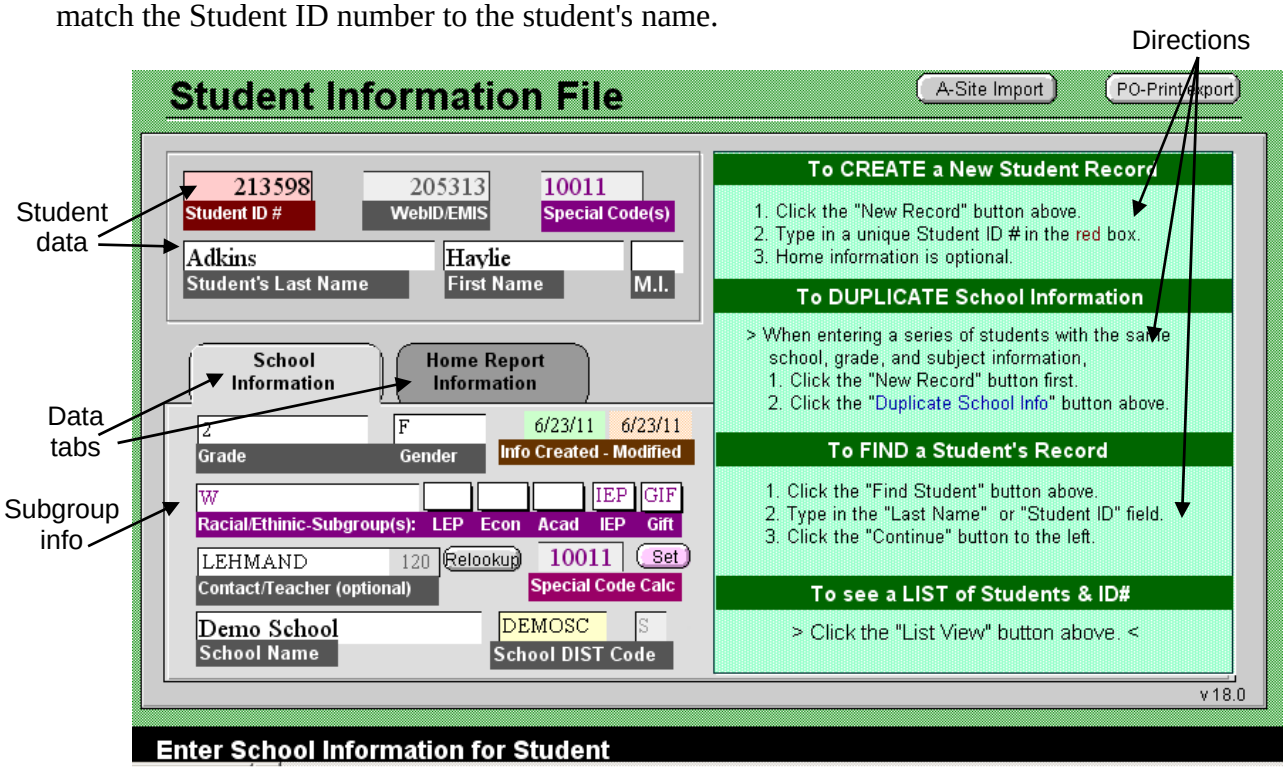
Students List

The Students File is a Master List of all Student ID numbers and related information.

Normally, you must manually enter any new student names and ID numbers as needed. Additional student information may also be added to this file if desired.

Data in this file should be checked each school year to keep the information current. Generally speaking, student codes should NOT be re-used or deleted since they are used by other modules to generate various reports.

Student information is permanently stored in this file and will not change no matter how the information reads in other related files. Student Record reports draw on this file to match the Student ID number to the student's name.



Student Record Form View

Pro-Core+ Program On-Track Module

The *new* Pro-Core+ program On-Track data tool is a test data analysis module that compares your students' Pro-Core test scores and related state standard scores on the state tests. It uses normal curve equivalents (NCEs) to--

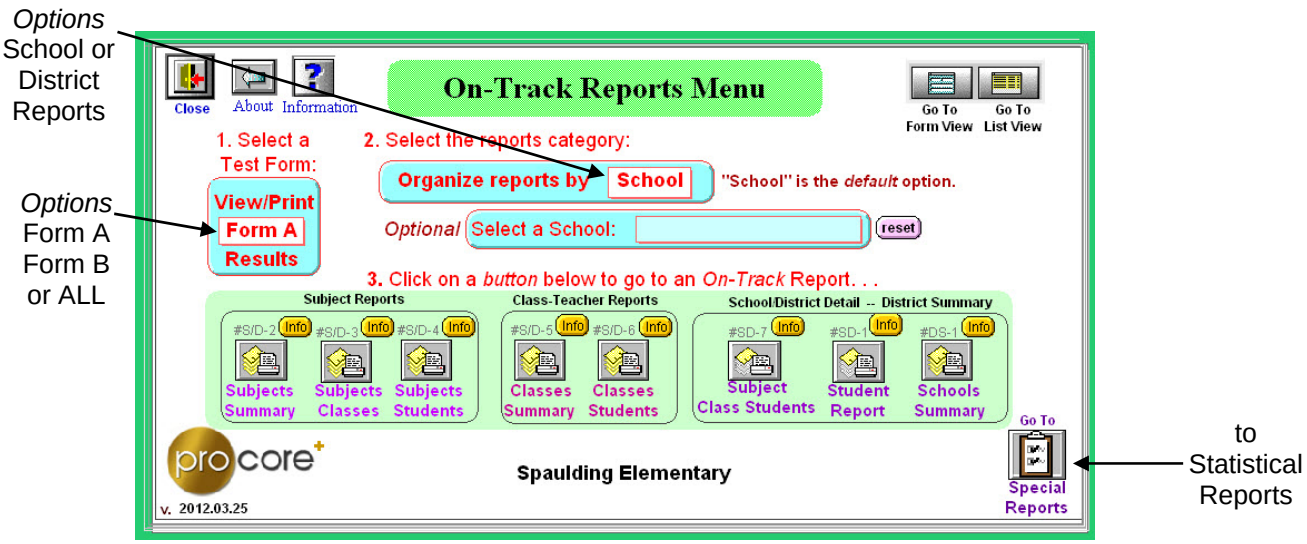
- generate projected proficiency cut-scores for the school year,
- show school, class, student growth between the Pro-Core pre-test and interim or post-test, which can be used to determine teacher effectiveness ratings,
- identify (flags) students who may need individual attention, and
- correlate student actual state test results with student Pro-Core test results

Your Pro-Core test scores and state standard scores are collected and imported into this module. Individual student results are then merged into this year's Pro-Core School reports to assist administrators and teachers in planning curriculum and setting goals based on data-driven instruction. Additional school and/or district reports are also generated from the On-Track Reports Menu.

There are two main *categories* of the 13 Pro-Core+ On-Track Reports:

1) **School Reports** – "**S**" Reports give information most useful at each school.
   ➔ *students, teachers, school support staff, the principal*

2) **District Reports** – "**D**" Reports give information most useful at the district level.
   ➔ *the superintendent, district support staff, curriculum specialists*



On Track Reports program menu

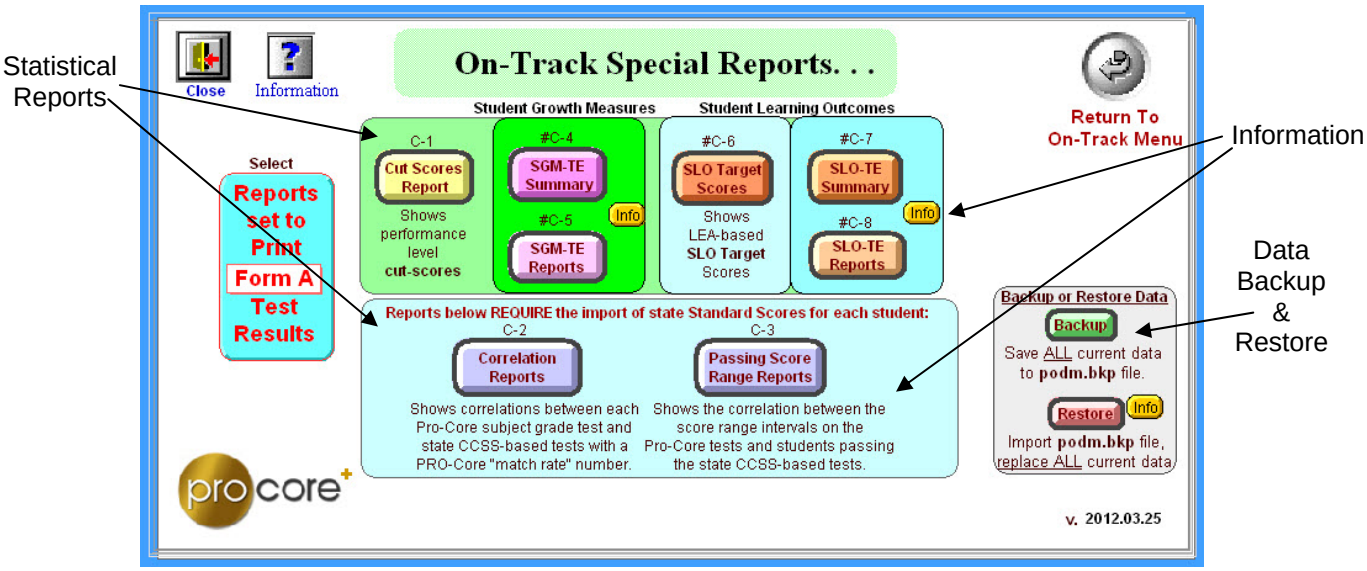
There are 4 sets of parallel reports. In districts with only one school using the Pro-Core system, "S" (School) and "D" (District) reports will generate essentially the same information and, therefore, are interchangeable. Districts with multiple schools may select individual school reports from the sub-menu. "**School"** is the selected *default* category.

"S" reports are organized by each individual school and *drill down* to each grade subject, teacher class, and individual student, providing various "snapshots" and groupings to assist principals and teachers in goal setting and planning data-driven instruction.

- SD-1 Student Report—shows students at each performance level in each school
- S-2 Subjects Summary– shows the number of students at each performance level with cut-scores in each subject grade test in each school
- S-3 Subjects Classes Summary—shows the number of students at each performance level with cut-scores in each teacher's subject grade class test in each school
- S-4 Subjects Students Report – shows the students at each performance level in each subject grade test in each school
- S-5 Classes Summary – shows the number of students at each performance level with cut-scores in each teacher's subject grade class test in each school
- S-6 Classes Students Report – shows the students at each performance level in each teacher's class in each school
- SD-7 Subject Class Students Report – shows the students at each performance level in each teacher's subject grade class test in each school

"D" reports are organized by all district schools and *drill down* to each grade subject, teacher class and individual student, providing "snapshots" of overall test results to assist administrators and specialists in planning curriculum and making data-driven district decisions.

- DS-1 Schools Summary – shows the number of students at each performance level in all district schools
- D-2 Subjects Summary – shows the number of students at each performance level with cut-scores in each subject grade test in all schools
- D-3 Subjects Classes Summary – shows the number of students at each performance level in each subject grade test in each teacher's class in all schools
- D-4 Subjects Students Report – shows the students at each performance level in each subject grade test in all schools
- D-5 Classes Summary – shows the number of students at each performance level with cut-scores in each teacher's subject grade class test in all schools
- D-6 Classes Students Report – shows the students at each performance level in each teacher's subject grade class test in all schools



On-Track Special Reports menu

Special Reports – "**C**" Reports give statistical information regarding cut scores, student growth, and teacher effectiveness.

There are 8 statistical and correlation **"C"** reports in the On-Track Special Reports layout.

- C-1 Cut-Scores Report – shows passing cut-scores for state tests and matching performance level cut-scores for the Pro-Core Tests
- C-2 Correlations Report – shows correlations between each Pro-Core subject grade test and the state tests with a Pro-Core "prediction match rate" number.
- C-3 Passing Score Range Reports – show the correlation between the score range intervals on the Pro-Core tests and students passing the state tests.
- C-4 SG-TE Summary – Shows teacher-class Student Growth NCE averages with Teacher Effectiveness ratings using state-approved methodology.
- C-5 SG-TE Reports – Shows Student Growth and NCE scores with Teacher Effectiveness ratings using state-approved methodology, and student pre- and post-tests scores with performance codes.

- C-6 SLO Target Report—Shows student pre-test scores, performance codes, and LEA-determined target growth increases and Growth Target scores.
- C-7 SLO-TE Summary—Shows teacher-class pre- and post-test averages and increases with Teacher Effectiveness ratings based on LEA-determined growth objectives met.
- C-8 SLO-TE Report—Shows student pre- and post-test scores, performance codes, and actual increases with Teacher Effectiveness ratings based on LEA-determined growth objectives met.

List View and Form View layouts allow the user to find and view individual student raw data with matching records and scores. *See* **Appendix B** for samples of each On-Track report.

APPENDIX A
Pro-Core+ School Reports Samples

There are three general types of Reports that can be generated in the Pro-Core+ program: (1) School Reports, (2) Class/Teacher Reports, and (3) Subject/Grade Reports.

There are 12 basic "R" reports that generate test results based on each of the 3 types. This provides 24 unique Pro-Core+ test reports for each test administration.

Below is a Table that identifies the "basic" R-report code used in each of the three types. On the following pages are samples of each of the R-Reports plus a Test Analysis Report.

The R-# Sample Reports below are shown in sequential order on the following pages.

TYPES:	School Reports	Class/Teacher	Subject/Test
	Summary		**Aggregate**
Standards:	R-9		R-11
Detail:	R-10		R-12
Grouping:	R-13		
	Class	**Class**	**Class**
Ranking:	R-4	R-4	R-4
Grouping:	R-8	R-8	R-8
Standards:	R-5	R-5	R-5
Detail:		R-3	R-3
	Pupil	**Pupil**	**Pupil**
IPP:	R-7	R-7	R-7
Home:	R-6	R-6	
Rx:	R-2	R-2	R-2
Response:		R-1	
	Test Analysis:		**A-2**

The directions for printing Test Reports are on each Test Reports Selection Preview and Print Menu layout window. Generally, a Test "Run" is selected, then a specific Class or Pupil Report is selected. If a run is not selected, ALL the test results for the selected Class or Pupil report will be separately printed.

School Reports have three unique School Summary Reports (R-9, R-10, and R-13). Subject/Test Reports have two unique Aggregate Summary Reports (R-11 and R-12).

Note: If NO selection is made within the selection pop-up boxes, ALL the data for the Report selected will be printed (i.e. ALL teachers, subjects, runs).

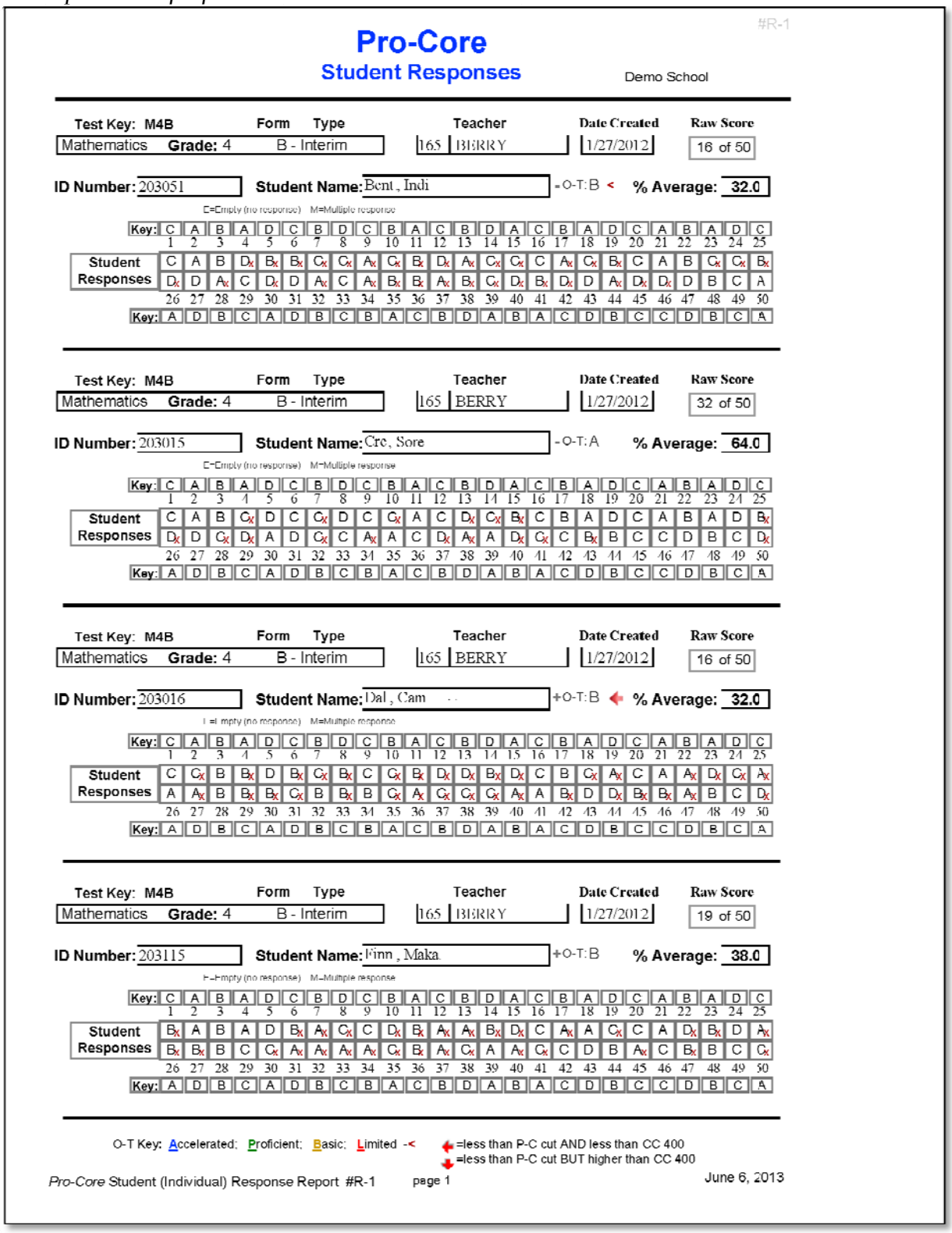
When changing selections in the pop-up boxes in the Reports module, the program will ALWAYS generate the report for the LAST item selected. If the items do not seem to match, it is best to click the RESET button provided, and make the selection(s) again.

The following reports include merged data from the Pro-Core+ On-Track data tool program. *See* **Appendix B** for 18 additional reports available in the On-Track Reports module.

#R-1 Student Response Forms (4 forms per page)

Provides individual student responses on each test, including correct and incorrect responses, test key, raw and average scores for each test, and On-Track codes.

This report is useful for test review.



#R-1

Pro-Core

Student Responses

Demo School

Test Key: M4B	Form	Type	Teacher	Date Created	Raw Score
Mathematics **Grade:** 4	B - Interim		165 BERRY	1/27/2012	16 of 50

ID Number: 203051 **Student Name:** Bent , Indi -O-T:B < **% Average:** 32.0

E=Empty (no response) M=Multiple response

Key:	C	A	B	A	D	C	B	D	C	B	A	C	B	D	A	C	B	A	D	C	A	B	A	D	C
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student Responses	C	A	B	Dx	Bx	Bx	Cx	Cx	Ax	Cx	Bx	Dx	Ax	Cx	Cx	C	Ax	Cx	Bx	C	A	B	Cx	Cx	Bx
	Dx	D	Ax	C	Dx	D	Ax	C	Ax	Bx	Bx	Ax	Bx	Cx	Dx	Bx	Dx	D	Ax	Dx	Dx	D	B	C	A
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Key:	A	D	B	C	A	D	B	C	B	A	C	B	D	A	B	A	C	D	B	C	C	D	B	C	A

Test Key: M4B	Form	Type	Teacher	Date Created	Raw Score
Mathematics **Grade:** 4	B - Interim		165 BERRY	1/27/2012	32 of 50

ID Number: 203015 **Student Name:** Cre, Sore -O-T:A **% Average:** 64.0

E=Empty (no response) M=Multiple response

Key:	C	A	B	A	D	C	B	D	C	B	A	C	B	D	A	C	B	A	D	C	A	B	A	D	C
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student Responses	C	A	B	Cx	D	C	Cx	D	C	Cx	A	C	Dx	Cx	Bx	C	B	A	D	C	A	B	A	D	Bx
	Dx	D	Cx	Dx	A	D	Cx	C	Ax	A	C	Dx	Ax	A	Dx	Cx	C	Bx	B	C	C	D	B	C	Dx
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Key:	A	D	B	C	A	D	B	C	B	A	C	B	D	A	B	A	C	D	B	C	C	D	B	C	A

Test Key: M4B	Form	Type	Teacher	Date Created	Raw Score
Mathematics **Grade:** 4	B - Interim		165 BERRY	1/27/2012	16 of 50

ID Number: 203016 **Student Name:** Dal , Cam +O-T:B < **% Average:** 32.0

E=Empty (no response) M=Multiple response

Key:	C	A	B	A	D	C	B	D	C	B	A	C	B	D	A	C	B	A	D	C	A	B	A	D	C
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student Responses	C	Cx	B	Bx	D	Bx	Cx	Bx	C	Cx	Bx	Dx	Dx	Bx	Dx	C	B	Cx	Ax	C	A	Ax	Dx	Cx	Ax
	A	Ax	B	Bx	Bx	Cx	B	Bx	B	Cx	Ax	Cx	Cx	Cx	Ax	A	Bx	D	Dx	Bx	Bx	Ax	B	C	Dx
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Key:	A	D	B	C	A	D	B	C	B	A	C	B	D	A	B	A	C	D	B	C	C	D	B	C	A

Test Key: M4B	Form	Type	Teacher	Date Created	Raw Score
Mathematics **Grade:** 4	B - Interim		165 BERRY	1/27/2012	19 of 50

ID Number: 203115 **Student Name:** Finn , Maka +O-T:B **% Average:** 38.0

E=Empty (no response) M=Multiple response

Key:	C	A	B	A	D	C	B	D	C	B	A	C	B	D	A	C	B	A	D	C	A	B	A	D	C
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Student Responses	Bx	A	B	A	D	Bx	Ax	Cx	C	Dx	Bx	Ax	Ax	Bx	Dx	C	Ax	A	Cx	C	A	Dx	Bx	D	Ax
	Bx	Bx	B	C	Cx	Ax	Ax	Ax	Ax	Cx	Bx	Ax	Cx	A	Ax	Cx	C	D	B	Ax	C	Bx	B	C	Cx
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
Key:	A	D	B	C	A	D	B	C	B	A	C	B	D	A	B	A	C	D	B	C	C	D	B	C	A

O-T Key: Accelerated: Proficient: Basic: Limited -<

< =less than P-C cut AND less than CC 400

< =less than P-C cut BUT higher than CC 400

Pro-Core Student (Individual) Response Report #R-1 page 1 June 6, 2013

#R-2 Student Prescription Report (1 page per student per subject)
Provides an individual report of student's scores in each subject's standards ranked by percent from lowest to highest with suggested learning resources to develop each skill. *The Resource list must be customized to reference local learning materials.*

Pro - Core
Student Prescription

Cam Dal
+ Mathematics 4 B - Interim
1/27/2012
BERRY
Math4B-2
Demo School
160
165

Rank	Test Items	O-T: B	Content Standards	Score
1	2,27		*NUM 2:[2-3]Use place value to compare whole numbers, decimals; round whole PRO-CABULARY: 02-Make Predictions Algebra, Patterning & Logic / Tutorial / Number Concepts (73MC) EDMARK - Number Heroes - Level F. (Brown): ID Shapes PRO-CABULARY - 2: Patterns	0 %
2	4,29		*NUM 4:[6] Use associative & distributive properties to simplify and perform PRO-CABULARY: 04-Identify Information Math Word Problems: Beginning (16LG) PRO-Cabulary 4: ID needed Info	0 %
3	6,31		*NUM 6:[9] Estimate results of computations of whole numbers, fractions, decimals PRO-CABULARY: 06-Comparing Numbers Number Sense (67MC)	0 %
4	8,33		*NUM 8:[12~14]Analyze and solve multi-step problems; demonstrate fluency w/1- & PRO-CABULARY: 08-Whole Number Computing Whole Numbers: Beginning (5SB) Number Facts: Advanced (4LG) 6SB Whole Numbers: Advanced (6SB) EDMARK: Number Heroes - Level J. (Yellow) Add 3-Digit Number	0 %
5	10,35		*MEA 10:[2-3]Describe perimeter, area, volume; identify and select appropriate PRO-CABULARY: 10-Whole Number Names Number Sense (67MC)	0 %
6	11,36		*MEA 11:[4] Find perimeter, area, volume PRO-CABULARY: 11-Decimal Computing Decimals (92SB) EDMARK: Number Heroes - Level B. (Red) Comparing Fractions	0 %
7	12,37		*MEA 12:[6] Solve, verify solutions to multi-step problems involving measurement PRO-CABULARY: 12-Figures and Shapes Geometry K-3 (89MC) EDMARK: Number Heroes - Level D. (Brown) Congruent Shapes EDMARK: Number Heroes - Level G. (Brown) Symmetry	0 %
8	13,38		*GEO 13:[1] Identify, describe intersecting, parallel, perpendicular lines & line PRO-CABULARY: 13-Lines and Angles EDMARK: Number Heroes - Level (Gray Robot)	0 %
9	14,39		*GEO 14:[3] Identify similarities and differences of quadrilaterals PRO-CABULARY: 14-Properties of Figures EDMARK: Number Heroes - Level (Gray Robot)	0 %
10	15,40		*GEO 15:[4] Identify, define triangles based on angle measures and side lengths PRO-CABULARY: 15-Calculator Operations	0 %
11	19,44		*PAT 19:[3~6]Construct table of values to solve mathematical relationship; PRO-CABULARY: 19-Units of Measurement Measurement 4-6 (72MC)	0 %
12	22,47		*DAT 22:[2-5]Represent and interpret data using tables, graphs, plots, Venn PRO-CABULARY: 22-Front End Estimating EDMARK - Carnival Count: P. (TUBA) Numbers Through 600	0 %
13	25,50		*DAT 25:[13] List & count possible combinations using 1 member from several PRO-CABULARY: 25-Experimental Probability EDMARK: Number Heroes - G. (Purple) Likely / Unlikely Possibilities	0 %

O-T Key: Accelerated; Proficient; Basic; Limited -< =less than P-C cut AND less than CC 400 = less than P-C cut BUT higher than CC 400
Pro-Core Student Prescription #R-2 page 1 June 26, 2013

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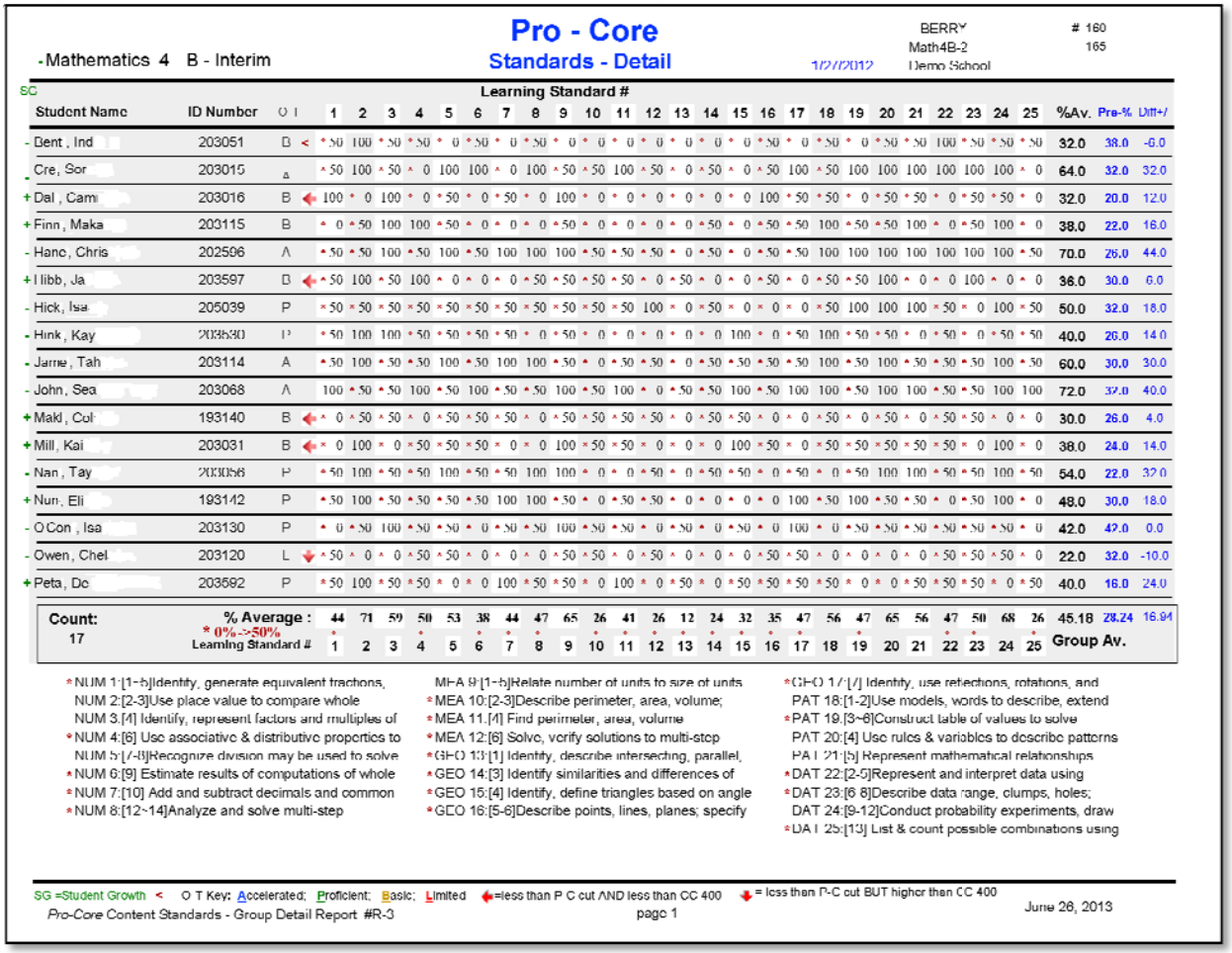
#R-3 Standards Detail Report (2 pages per class per subject)
Provides individual class reports by subject and grade showing each student's On-Track code(s) and scores in each state standard.



Pro - Core
Standards - Detail

Mathematics 4 B - Interim

BERRY
Math4B-2
Demo School

160
165

SG	Student Name	ID Number	O T	Learning Standard # 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Av.	Pre-%	Diff+/
-	Bent , Ind	203051	D	< 50	100	50	50	0	50	0	50	0	0	0	0	0	0	0	0	50	0	50	0	50	50	100	50	50	50	32.0	38.0	-6.0
-	Cre, Sor	203015	A	50	100	50	0	100	100	0	100	50	50	100	50	0	50	0	50	100	50	100	100	100	100	100	100	0	64.0	32.0	32.0
+	Dal , Cami	203016	B	100	0	100	0	50	0	50	0	100	0	0	0	0	0	0	0	100	50	50	0	50	50	0	50	0	0	32.0	20.0	12.0
+	Finn , Maka	203115	B	0	50	100	100	50	0	0	0	0	50	0	0	0	0	0	50	0	50	50	100	50	50	100	0	50	100	38.0	22.0	16.0
-	Hanc, Chris	202596	A	50	50	100	50	100	50	100	100	100	50	50	50	0	50	0	50	50	100	100	100	100	100	100	100	50	70.0	26.0	44.0
+	Hibb, Ja	203597	D	50	100	50	100	0	0	0	0	50	50	50	50	0	50	0	0	50	0	50	50	100	0	0	100	0	0	36.0	30.0	6.0
-	Hick, Isa	205039	P	50	50	50	50	50	50	50	50	50	50	50	100	0	50	0	0	0	50	100	100	100	50	0	100	50	50.0	32.0	18.0
-	Hink , Kay	203630	P	50	100	100	50	50	50	50	0	50	0	0	0	0	0	0	100	0	0	50	100	50	50	0	50	0	50	40.0	26.0	14.0
-	Jame , Tah	203114	A	50	100	50	50	100	50	100	100	50	0	50	50	0	50	50	50	50	100	50	100	50	50	50	50	100	50	60.0	30.0	30.0
-	John, Sea	203068	A	100	50	50	100	50	100	50	50	100	50	100	0	50	50	100	50	100	100	50	100	100	50	50	100	100	72.0	32.0	40.0
+	Makl , Col	193140	B	0	50	50	0	50	50	50	0	50	50	50	50	0	50	50	0	0	50	0	50	0	0	50	50	0	0	30.0	26.0	4.0
+	Mill , Kai	203031	B	0	100	0	50	50	50	0	0	100	50	50	0	0	0	100	50	0	50	50	50	50	50	0	100	0	38.0	24.0	14.0
-	Nan , Tay	203056	P	50	100	50	50	100	50	50	100	100	0	0	50	0	50	50	0	50	0	50	100	100	50	50	100	50	54.0	22.0	32.0
+	Nun , Eli	193142	P	50	100	50	50	50	50	100	100	50	0	50	50	0	0	0	0	100	50	100	50	50	0	50	100	0	48.0	30.0	18.0
-	O Con , Isa	203130	P	0	50	100	50	50	0	50	50	100	50	50	0	50	0	50	0	100	0	50	50	50	50	50	50	0	42.0	42.0	0.0
-	Owen , Chel	203120	L	50	0	0	50	50	0	0	0	50	50	0	50	0	0	0	50	50	0	0	0	0	50	50	50	0	22.0	32.0	-10.0
+	Peta , Do	203692	P	50	100	50	50	0	0	100	50	50	0	100	0	50	0	50	50	50	50	0	0	50	50	50	0	50	40.0	16.0	24.0
	Count: 17	% Average :		44	71	59	50	53	38	44	47	65	26	41	26	12	24	32	35	47	56	47	65	56	47	50	68	26	45.18	28.24	16.94
		* 0%-<50% Learning Standard #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Group Av.		

* NUM 1:[1-5]Identify, generate equivalent fractions,
NUM 2:[2-3]Use place value to compare whole
NUM 3.[4] Identify, represent factors and multiples of
* NUM 4:[6] Use associative & distributive properties to
NUM 5:[7-8]Recognize division may be used to solve
* NUM 6:[9] Estimate results of computations of whole
* NUM 7:[10] Add and subtract decimals and common
* NUM 8:[12~14]Analyze and solve multi-step

MEA 9:[1-5]Relate number of units to size of units
* MEA 10:[2-3]Describe perimeter, area, volume;
* MEA 11.[4] Find perimeter, area, volume
* MEA 12:[6] Solve, verify solutions to multi-step
* GEO 13:[1] Identify, describe intersecting, parallel,
* GEO 14:[3] Identify similarities and differences of
* GEO 15:[4] Identify, define triangles based on angle
* GEO 16:[5-6]Describe points, lines, planes; specify

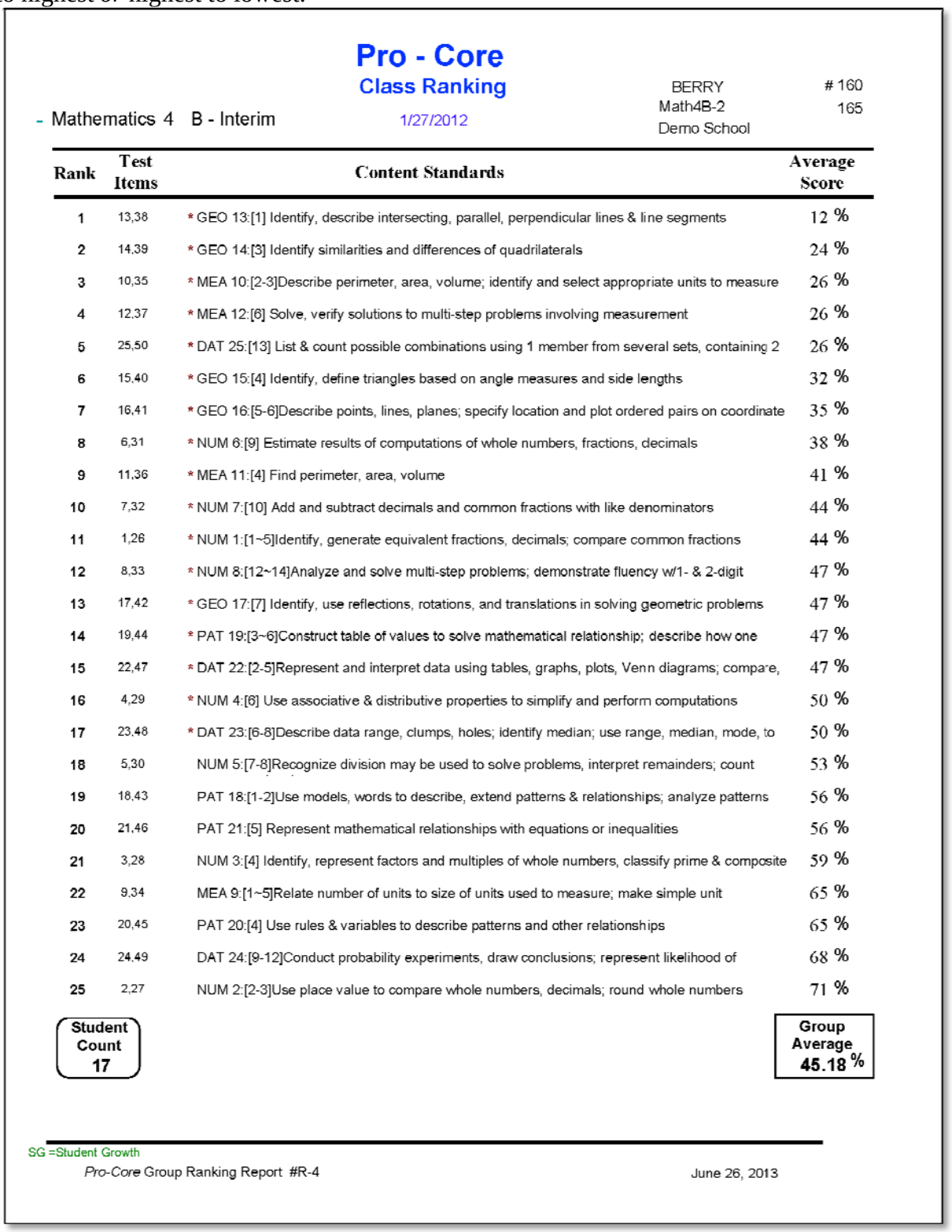
* GEO 17:[7] Identify, use reflections, rotations, and
PAT 18:[1-2]Use models, words to describe, extend
* PAT 19.[3~6]Construct table of values to solve
PAT 20:[4] Use rules & variables to describe patterns
PAT 21:[5] Represent mathematical relationships
* DAT 22:[2-5]Represent and interpret data using
* DAT 23:[6 8]Describe data range, clumps, holes;
DAT 24:[9-12]Conduct probability experiments, draw
* DAT 25:[13] List & count possible combinations using

SG =Student Growth < O T Key: Accelerated; Proficient; Basic; Limited ◆=less than P C cut AND less than CC 400 ◆= less than P-C cut BUT higher than CC 400

Pro-Core Content Standards - Group Detail Report #R-3 page 1 June 26, 2013

#R-4 Class Ranking Report (1 page per class per subject)

Provides individual class reports of state standards ranked by percent scores from lowest to highest *or* highest to lowest.



Pro - Core

Class Ranking

BERRY
Math4B-2
Demo School

160
165

- Mathematics 4 B - Interim

1/27/2012

Rank	Test Items	Content Standards	Average Score
1	13,38	* GEO 13:[1] Identify, describe intersecting, parallel, perpendicular lines & line segments	12 %
2	14,39	* GEO 14:[3] Identify similarities and differences of quadrilaterals	24 %
3	10,35	* MEA 10:[2-3]Describe perimeter, area, volume; identify and select appropriate units to measure	26 %
4	12,37	* MEA 12:[6] Solve, verify solutions to multi-step problems involving measurement	26 %
5	25,50	* DAT 25:[13] List & count possible combinations using 1 member from several sets, containing 2	26 %
6	15,40	* GEO 15:[4] Identify, define triangles based on angle measures and side lengths	32 %
7	16,41	* GEO 16:[5-6]Describe points, lines, planes; specify location and plot ordered pairs on coordinate	35 %
8	6,31	* NUM 6:[9] Estimate results of computations of whole numbers, fractions, decimals	38 %
9	11,36	* MEA 11:[4] Find perimeter, area, volume	41 %
10	7,32	* NUM 7:[10] Add and subtract decimals and common fractions with like denominators	44 %
11	1,26	* NUM 1:[1~5]Identify, generate equivalent fractions, decimals; compare common fractions	44 %
12	8,33	* NUM 8:[12~14]Analyze and solve multi-step problems; demonstrate fluency w/1- & 2-digit	47 %
13	17,42	* GEO 17:[7] Identify, use reflections, rotations, and translations in solving geometric problems	47 %
14	19,44	* PAT 19:[3~6]Construct table of values to solve mathematical relationship; describe how one	47 %
15	22,47	* DAT 22:[2-5]Represent and interpret data using tables, graphs, plots, Venn diagrams; compare,	47 %
16	4,29	* NUM 4:[6] Use associative & distributive properties to simplify and perform computations	50 %
17	23,48	* DAT 23:[6-8]Describe data range, clumps, holes; identify median; use range, median, mode, to	50 %
18	5,30	NUM 5:[7-8]Recognize division may be used to solve problems, interpret remainders; count	53 %
19	18,43	PAT 18:[1-2]Use models, words to describe, extend patterns & relationships; analyze patterns	56 %
20	21,46	PAT 21:[5] Represent mathematical relationships with equations or inequalities	56 %
21	3,28	NUM 3:[4] Identify, represent factors and multiples of whole numbers, classify prime & composite	59 %
22	9,34	MEA 9:[1~5]Relate number of units to size of units used to measure; make simple unit	65 %
23	20,45	PAT 20:[4] Use rules & variables to describe patterns and other relationships	65 %
24	24,49	DAT 24:[9-12]Conduct probability experiments, draw conclusions; represent likelihood of	68 %
25	2,27	NUM 2:[2-3]Use place value to compare whole numbers, decimals; round whole numbers	71 %

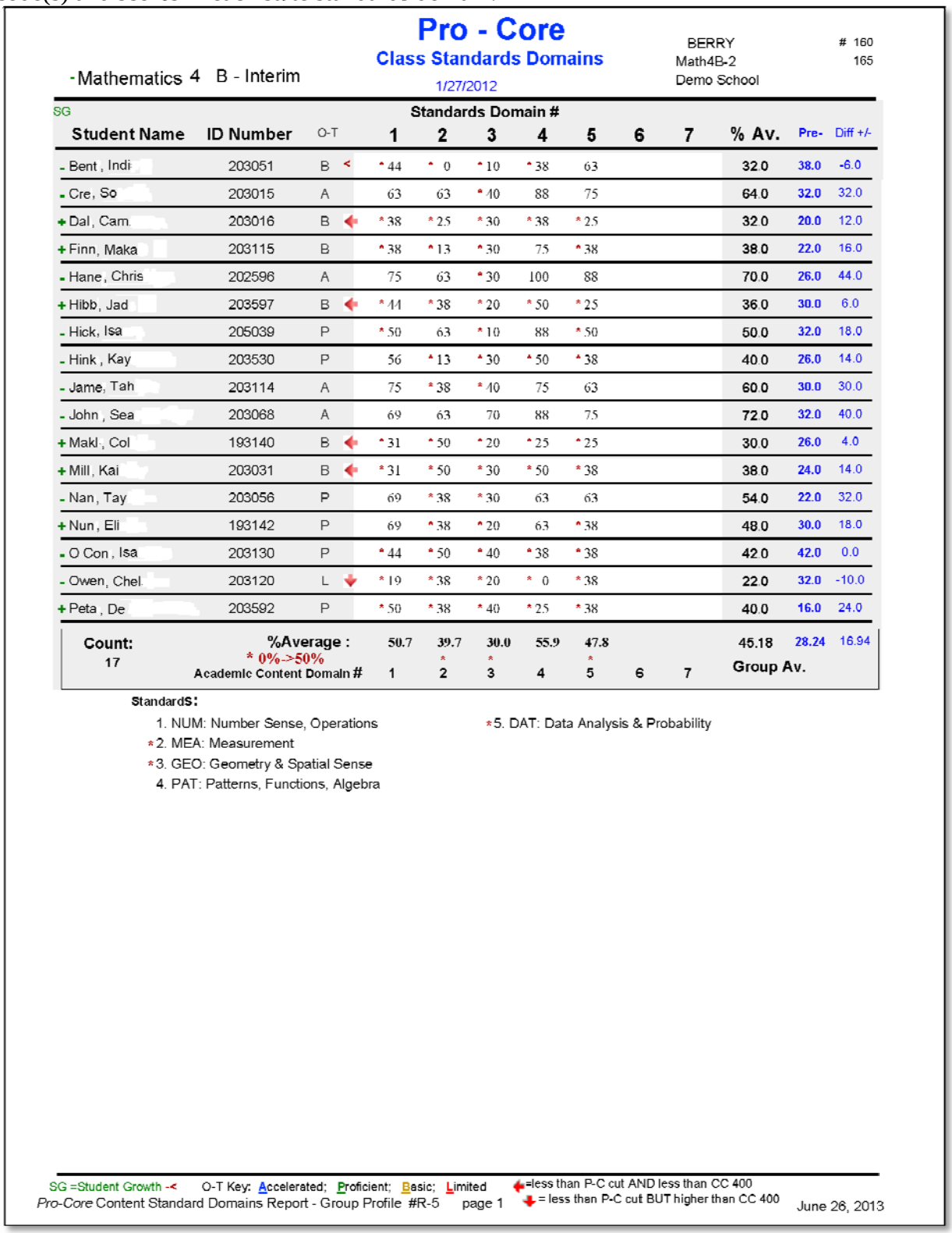
Student Count 17

Group Average 45.18 %

SG =Student Growth

Pro-Core Group Ranking Report #R-4 June 26, 2013

#R-5 Class Standards Domains Report (1 page per class per subject)
Provides individual student scores by subject and grade showing each student's On-Track code(s) and scores in each state standards domain.



Pro - Core

Class Standards Domains

1/27/2012

BERRY
Math4B-2
Demo School

160
165

- Mathematics 4 B - Interim

SG	Student Name	ID Number	O-T	Standards Domain # 1	2	3	4	5	6	7	% Av.	Pre-	Diff +/-
-	Bent , Indi	203051	B	*44	* 0	*10	*38	63			32.0	38.0	-6.0
-	Cre , So	203015	A	63	63	*40	88	75			64.0	32.0	32.0
+	Dal , Cam	203016	B	*38	*25	*30	*38	*25			32.0	20.0	12.0
+	Finn , Maka	203115	B	*38	*13	*30	75	*38			38.0	22.0	16.0
-	Hane , Chris	202596	A	75	63	*30	100	88			70.0	26.0	44.0
+	Hibb , Jad	203597	B	*44	*38	*20	*50	*25			36.0	30.0	6.0
-	Hick , Isa	205039	P	*50	63	*10	88	*50			50.0	32.0	18.0
-	Hink , Kay	203530	P	56	*13	*30	*50	*38			40.0	26.0	14.0
-	Jame , Tah	203114	A	75	*38	*40	75	63			60.0	30.0	30.0
-	John , Sea	203068	A	69	63	70	88	75			72.0	32.0	40.0
+	Makl , Col	193140	B	*31	*50	*20	*25	*25			30.0	26.0	4.0
+	Mill , Kai	203031	B	*31	*50	*30	*50	*38			38.0	24.0	14.0
-	Nan , Tay	203056	P	69	*38	*30	63	63			54.0	22.0	32.0
+	Nun , Eli	193142	P	69	*38	*20	63	*38			48.0	30.0	18.0
-	O Con , Isa	203130	P	*44	*50	*40	*38	*38			42.0	42.0	0.0
-	Owen , Chel	203120	L	*19	*38	*20	* 0	*38			22.0	32.0	-10.0
+	Peta , De	203592	P	*50	*38	*40	*25	*38			40.0	16.0	24.0
	Count: 17		**%Average :** * 0%->50%	50.7 *	39.7 *	30.0 *	55.9	47.8 *			45.18 Group Av.	28.24	16.94
			Academic Content Domain #	1	2	3	4	5	6	7			

StandardS:

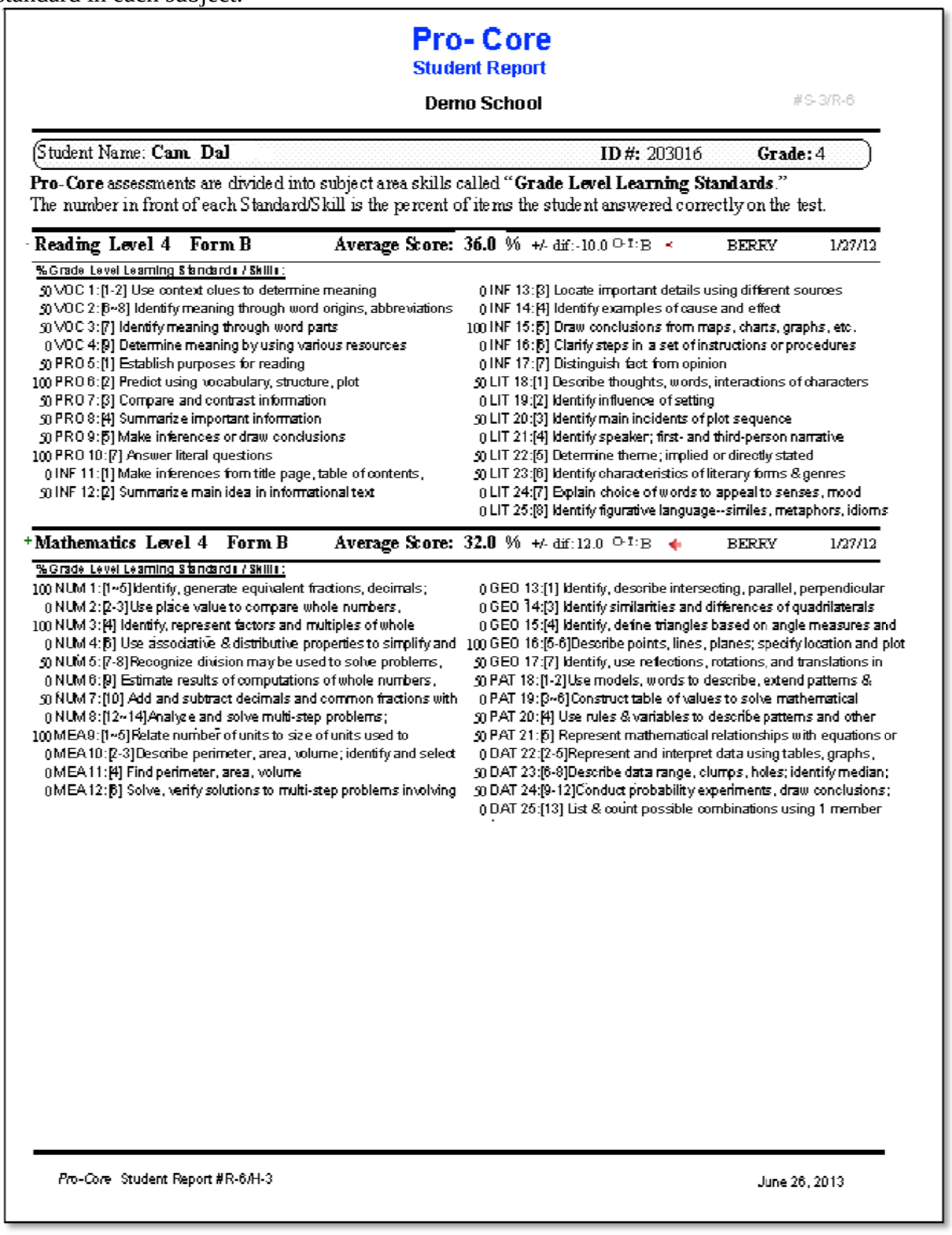
1. NUM: Number Sense, Operations
*2. MEA: Measurement
*3. GEO: Geometry & Spatial Sense
4. PAT: Patterns, Functions, Algebra
*5. DAT: Data Analysis & Probability

SG =Student Growth -< O-T Key: Accelerated; Proficient; Basic; Limited
<=less than P-C cut AND less than CC 400
v = less than P-C cut BUT higher than CC 400

Pro-Core Content Standard Domains Report - Group Profile #R-5 page 1

June 26, 2013

#R-6 Student Home Report (1 page per student - legal size paper)
Provides an individual report of each student's On-track code(s) and scores on each state standard in each subject.



Pro- Core
Student Report

Demo School #S-3/R-6

Student Name: **Cam Dal** **ID #:** 203016 **Grade:** 4

Pro-Core assessments are divided into subject area skills called "**Grade Level Learning Standards**."
The number in front of each Standard/Skill is the percent of items the student answered correctly on the test.

Reading Level 4 Form B **Average Score: 36.0** % +/- dif: -10.0 O-T: B BERRY 1/27/12

% Grade Level Learning Standards / Skills:

50 VOC 1: [1-2] Use context clues to determine meaning
50 VOC 2: [3~8] Identify meaning through word origins, abbreviations
50 VOC 3: [7] Identify meaning through word parts
0 VOC 4: [9] Determine meaning by using various resources
50 PRO 5: [1] Establish purposes for reading
100 PRO 6: [2] Predict using vocabulary, structure, plot
50 PRO 7: [3] Compare and contrast information
50 PRO 8: [4] Summarize important information
50 PRO 9: [5] Make inferences or draw conclusions
100 PRO 10: [7] Answer literal questions
0 INF 11: [1] Make inferences from title page, table of contents,
50 INF 12: [2] Summarize main idea in informational text
0 INF 13: [3] Locate important details using different sources
0 INF 14: [4] Identify examples of cause and effect
100 INF 15: [5] Draw conclusions from maps, charts, graphs, etc.
0 INF 16: [6] Clarify steps in a set of instructions or procedures
0 INF 17: [7] Distinguish fact from opinion
50 LIT 18: [1] Describe thoughts, words, interactions of characters
0 LIT 19: [2] Identify influence of setting
50 LIT 20: [3] Identify main incidents of plot sequence
0 LIT 21: [4] Identify speaker; first- and third-person narrative
50 LIT 22: [5] Determine theme; implied or directly stated
50 LIT 23: [6] Identify characteristics of literary forms & genres
0 LIT 24: [7] Explain choice of words to appeal to senses, mood
0 LIT 25: [8] Identify figurative language--similes, metaphors, idioms

Mathematics Level 4 Form B **Average Score: 32.0** % +/- dif: 12.0 O-T: B BERRY 1/27/12

% Grade Level Learning Standards / Skills:

100 NUM 1: [1~5] Identify, generate equivalent fractions, decimals;
0 NUM 2: [2-3] Use place value to compare whole numbers,
100 NUM 3: [4] Identify, represent factors and multiples of whole
0 NUM 4: [5] Use associative & distributive properties to simplify and
50 NUM 5: [7-8] Recognize division may be used to solve problems,
0 NUM 6: [9] Estimate results of computations of whole numbers,
50 NUM 7: [10] Add and subtract decimals and common fractions with
0 NUM 8: [12~14] Analyze and solve multi-step problems;
100 MEA 9: [1~5] Relate number of units to size of units used to
0 MEA 10: [2-3] Describe perimeter, area, volume; identify and select
0 MEA 11: [4] Find perimeter, area, volume
0 MEA 12: [5] Solve, verify solutions to multi-step problems involving
0 GEO 13: [1] Identify, describe intersecting, parallel, perpendicular
0 GEO 14: [3] Identify similarities and differences of quadrilaterals
0 GEO 15: [4] Identify, define triangles based on angle measures and
100 GEO 16: [5-6] Describe points, lines, planes; specify location and plot
50 GEO 17: [7] Identify, use reflections, rotations, and translations in
50 PAT 18: [1-2] Use models, words to describe, extend patterns &
0 PAT 19: [3~6] Construct table of values to solve mathematical
50 PAT 20: [4] Use rules & variables to describe patterns and other
50 PAT 21: [5] Represent mathematical relationships with equations or
0 DAT 22: [2-5] Represent and interpret data using tables, graphs,
50 DAT 23: [6-8] Describe data range, clumps, holes; identify median;
50 DAT 24: [9-12] Conduct probability experiments, draw conclusions;
0 DAT 25: [13] List & count possible combinations using 1 member

Pro-Core Student Report #R-6/H-3 June 26, 2013

#R-7 Student Individual Progress Report (1 page per student per subject)
Provides an Individual Pupil Progress report of scores on each state standard in each subject. The student's On-Track code(s) is also included.

Pro - Core
Student IPP

Cam Dal — BERRY — # 160
+ Mathematics 4 B - Interim — 1/27/2012 — Math4B-2 — 165
Demo School

Test Items	Content Standards	O-T: B ← Score(%)	+-	✓	Date
1,26	NUM 1:[1~5]Identify, generate equivalent fractions, decimals;	(100)	+		1/27/2012
2,27	NUM 2:[2-3]Use place value to compare whole numbers, decimals;	(0)		____	_____
3,28	NUM 3:[4] Identify, represent factors and multiples of whole	(100)	+		1/27/2012
4,29	NUM 4:[6] Use associative & distributive properties to simplify and	(0)		____	_____
5,30	NUM 5:[7-8]Recognize division may be used to solve problems,	(50)	-	____	_____
6,31	NUM 6:[9] Estimate results of computations of whole numbers,	(0)		____	_____
7,32	NUM 7:[10] Add and subtract decimals and common fractions with	(50)	-	____	_____
8,33	NUM 8:[12~14]Analyze and solve multi-step problems; demonstrate	(0)		____	_____
9,34	MEA 9:[1~5]Relate number of units to size of units used to measure;	(100)	+		1/27/2012
10,35	MEA 10:[2-3]Describe perimeter, area, volume; identify and select	(0)		____	_____
11,36	MEA 11:[4] Find perimeter, area, volume	(0)		____	_____
12,37	MEA 12:[6] Solve, verify solutions to multi-step problems involving	(0)		____	_____
13,38	GEO 13:[1] Identify, describe intersecting, parallel, perpendicular	(0)		____	_____
14,39	GEO 14:[3] Identify similarities and differences of quadrilaterals	(0)		____	_____
15,40	GEO 15:[4] Identify, define triangles based on angle measures and	(0)		____	_____
16,41	GEO 16:[5-6]Describe points, lines, planes; specify location and plot	(100)	+		1/27/2012
17,42	GEO 17:[7] Identify, use reflections, rotations, and translations in	(50)	-	____	_____
18,43	PAT 18:[1-2]Use models, words to describe, extend patterns &	(50)	-	____	_____
19,44	PAT 19:[3~6]Construct table of values to solve mathematical	(0)		____	_____
20,45	PAT 20:[4] Use rules & variables to describe patterns and other	(50)	-	____	_____
21,46	PAT 21:[5] Represent mathematical relationships with equations or	(50)	-	____	_____
22,47	DAT 22:[2-5]Represent and interpret data using tables, graphs,	(0)		____	_____
23,48	DAT 23:[6-8]Describe data range, clumps, holes; identify median;	(50)	-	____	_____
24,49	DAT 24:[9-12]Conduct probability experiments, draw conclusions;	(50)	-	____	_____
25,50	DAT 25:[13] List & count possible combinations using 1 member	(0)		____	_____

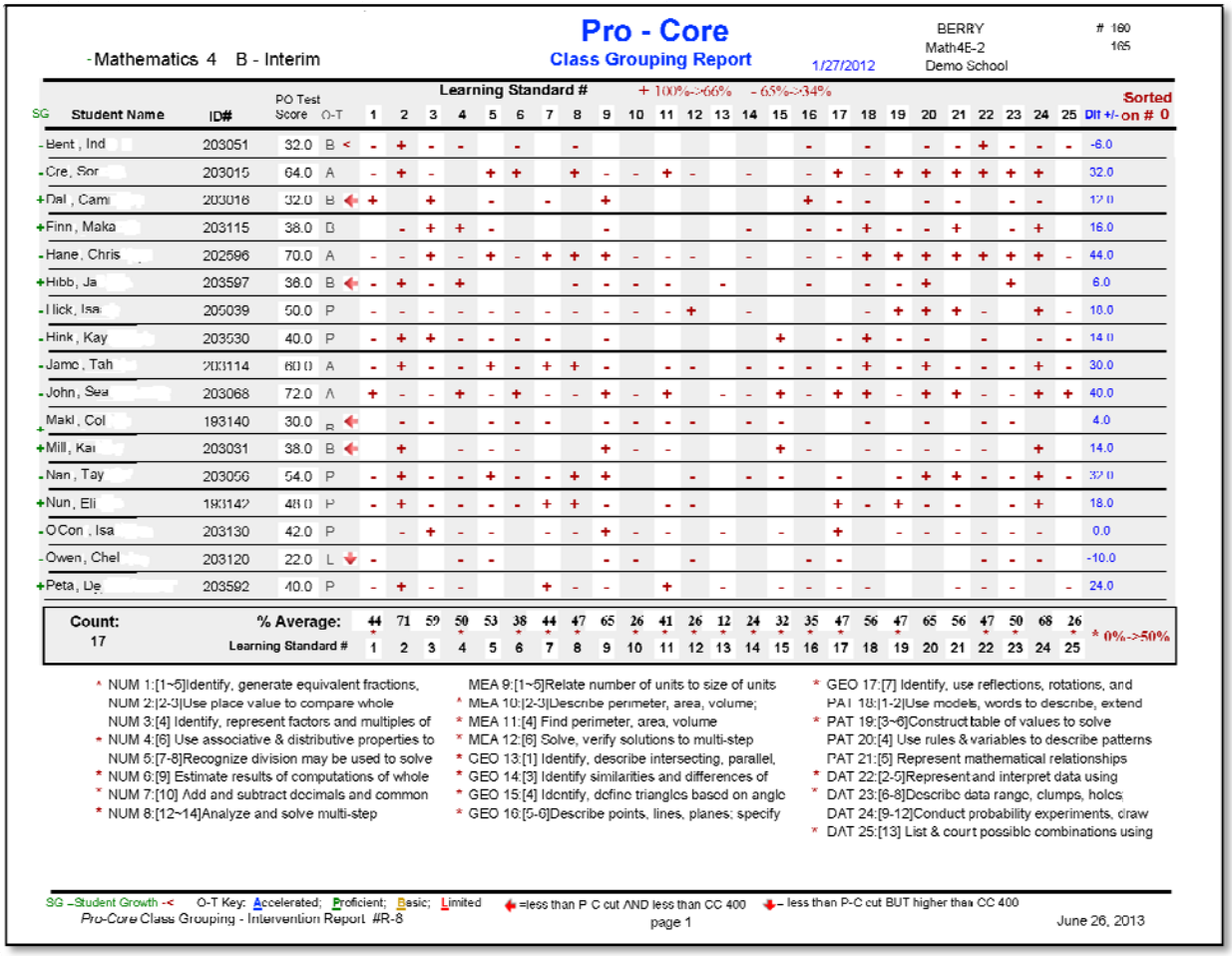
Average
32.00 %

O-T Key: Accelerated; Proficient; Basic; Limited -< ← =less than P-C cut AND less than CC 400 ↓ = less than P-C cut BUT higher than CC 400

Pro-Core Student Intervention Form #R-7 June 26, 2013

#R-8 Class Grouping Report (1 page per class per subject)

Provides individual class reports showing class groupings in each state standard. Individual indicators can be sorted for easy grouping. Individual student On-Track code(s) are included.



Pro - Core
Class Grouping Report

- Mathematics 4 B - Interim — 1/27/2012 — BERRY, Math4E-2, Demo School — # 160, 165

Learning Standard # — + 100%->66% — - 65%->34% — Sorted on # 0

SG	Student Name	ID#	PO Test Score	O-T	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Dif +/-
-	Bent, Ind	203051	32.0	B <	-	+	-	-		-		-								-		-		-	-	+	-	-		-6.0
-	Cre, Sor	203015	64.0	A	-	+	-		+	+		+	-	-	+	-		-		-	+	-	+	+	+	+	+	+		32.0
+	Dal, Cami	203018	32.0	B	+		+		-		-		+							+	-	-		-	-		-	-		12.0
+	Finn, Maka	203115	38.0	B		-	+	+	-				-					-		-	-	+	-	-	+		-	+		16.0
-	Hane, Chris	202596	70.0	A	-	-	+	-	+	-	+	+	+	-	-	-		-		-	-	+	+	+	+	+	+	+	-	44.0
+	Hibb, Ja	203597	38.0	B	-	+	-	+				-	-	-	-		-			-		-	-	+			+			8.0
-	Ilick, Isa	205039	50.0	P	-	-	-	-	-	-	-	-	-	-	-	+		-				-	+	+	+	-		+	-	10.0
-	Hink, Kay	203530	40.0	P	-	+	+	-	-	-	-		-						+			-	+	-	-		-	-		14.0
-	Jamo, Tah	203114	60.0	A	-	+	-	-	+	-	+	+	-		-	-		-	-	-	-	-	+	-	+	-	-	+	-	30.0
-	John, Sea	203068	72.0	A	+	-	-	+	-	+	-	-	+	-	+		-	-	+	-	+	+	-	+	+	-	-	+	+	40.0
+	Makl, Col	193140	30.0	B		-	-		-	-	-		-	-	-	-		-	-			-		-		-	-			4.0
+	Mill, Kai	203031	38.0	B		+		-	-	-			+	-	-				+	-		-	-	-	-	-	-	+		14.0
-	Nan, Tay	203056	54.0	P	-	+	-	-	+	-	-	+	+			-		-	-			-		-	+	+	-	-	+	-	32.0
+	Nun, Eli	193142	48.0	P	-	+	-	-	-	-	+	+	-		-	-					+	-	+	-	-		-	+		18.0
-	OCon, Isa	203130	42.0	P		-	+	-	-		-	-	+	-	-		-		-		+		-	-	-	-	-	-		0.0
-	Owen, Chel	203120	22.0	L	-			-	-				-	-		-				-	-					-	-	-		-10.0
+	Peta, De	203592	40.0	P	-	+	-	-			+	-	-		+		-		-	-	-	-			-	-	-		-	24.0

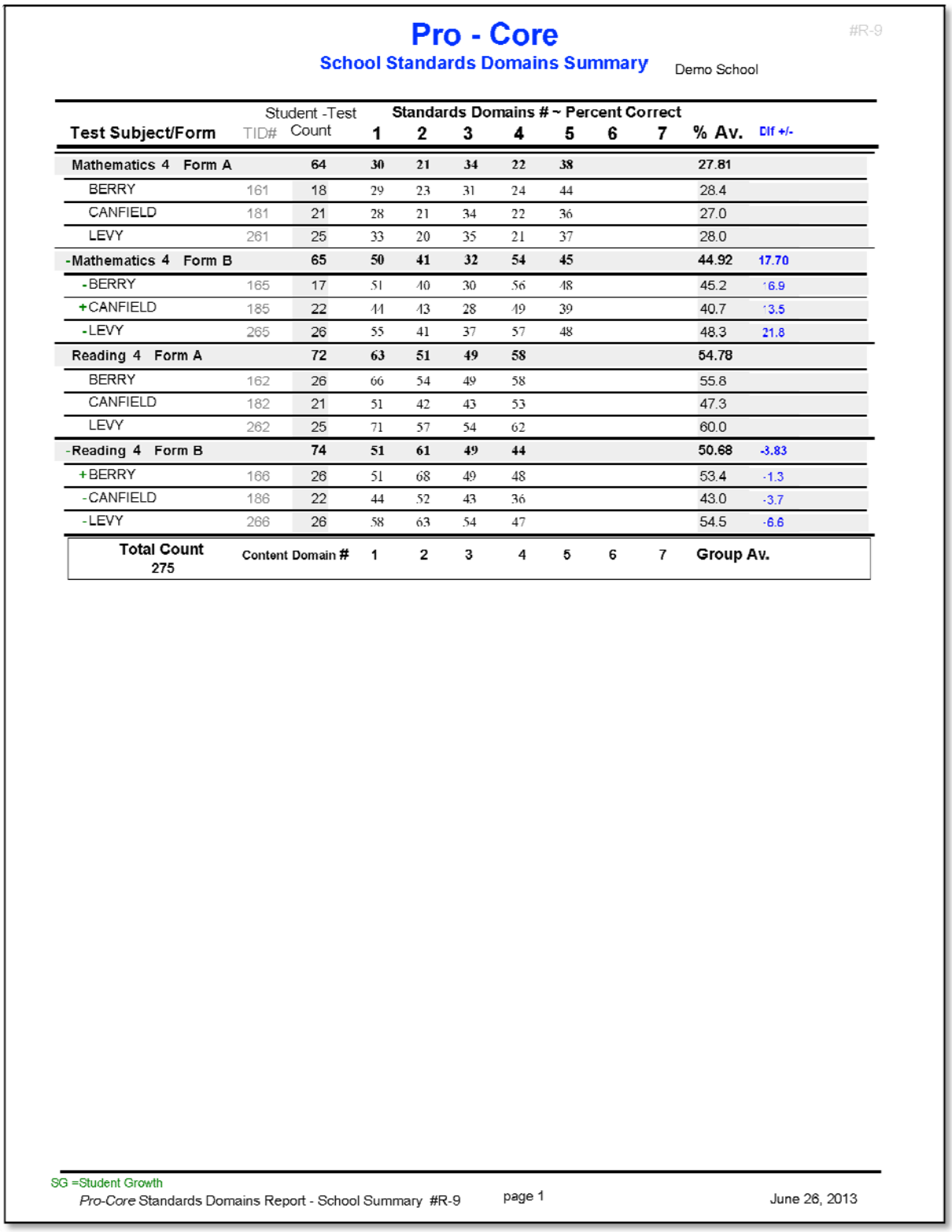
Count:	% Average:	44	71	59	50	53	38	44	47	65	26	41	26	12	24	32	35	47	56	47	65	56	47	50	68	26	* 0%->50%
17	Learning Standard #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	

* NUM 1:[1~5]Identify, generate equivalent fractions,
NUM 2:[2-3]Use place value to compare whole
NUM 3:[4] Identify, represent factors and multiples of
* NUM 4:[6] Use associative & distributive properties to
NUM 5:[7-8]Recognize division may be used to solve
* NUM 6:[9] Estimate results of computations of whole
* NUM 7:[10] Add and subtract decimals and common
* NUM 8:[12~14]Analyze and solve multi-step
MEA 9:[1~5]Relate number of units to size of units
* MEA 10:[2-3]Describe perimeter, area, volume;
* MEA 11:[4] Find perimeter, area, volume
* MEA 12:[6] Solve, verify solutions to multi-step
* GEO 13:[1] Identify, describe intersecting, parallel,
* GEO 14:[3] Identify similarities and differences of
* GEO 15:[4] Identify, define triangles based on angle
* GEO 16:[5-6]Describe points, lines, planes; specify
* GEO 17:[7] Identify, use reflections, rotations, and
PAT 18:[1-2]Use models, words to describe, extend
* PAT 19:[3~6]Construct table of values to solve
PAT 20:[4] Use rules & variables to describe patterns
PAT 21:[5] Represent mathematical relationships
* DAT 22:[2-5]Represent and interpret data using
* DAT 23:[6-8]Describe data range, clumps, holes
DAT 24:[9-12]Conduct probability experiments, draw
* DAT 25:[13] List & count possible combinations using

SG –Student Growth -< O-T Key: Accelerated; Proficient; Basic; Limited = less than P-C cut AND less than CC 400 – less than P-C cut BUT higher than CC 400

Pro-Core Class Grouping - Intervention Report #R-8 page 1 June 26, 2013

#R-9 School Standards Domains Summary Report (1 or 2 pages)
Provides a School Summary of Standards Domain scores by Subject, Grade, and Class group.



Pro - Core

#R-9

School Standards Domains Summary

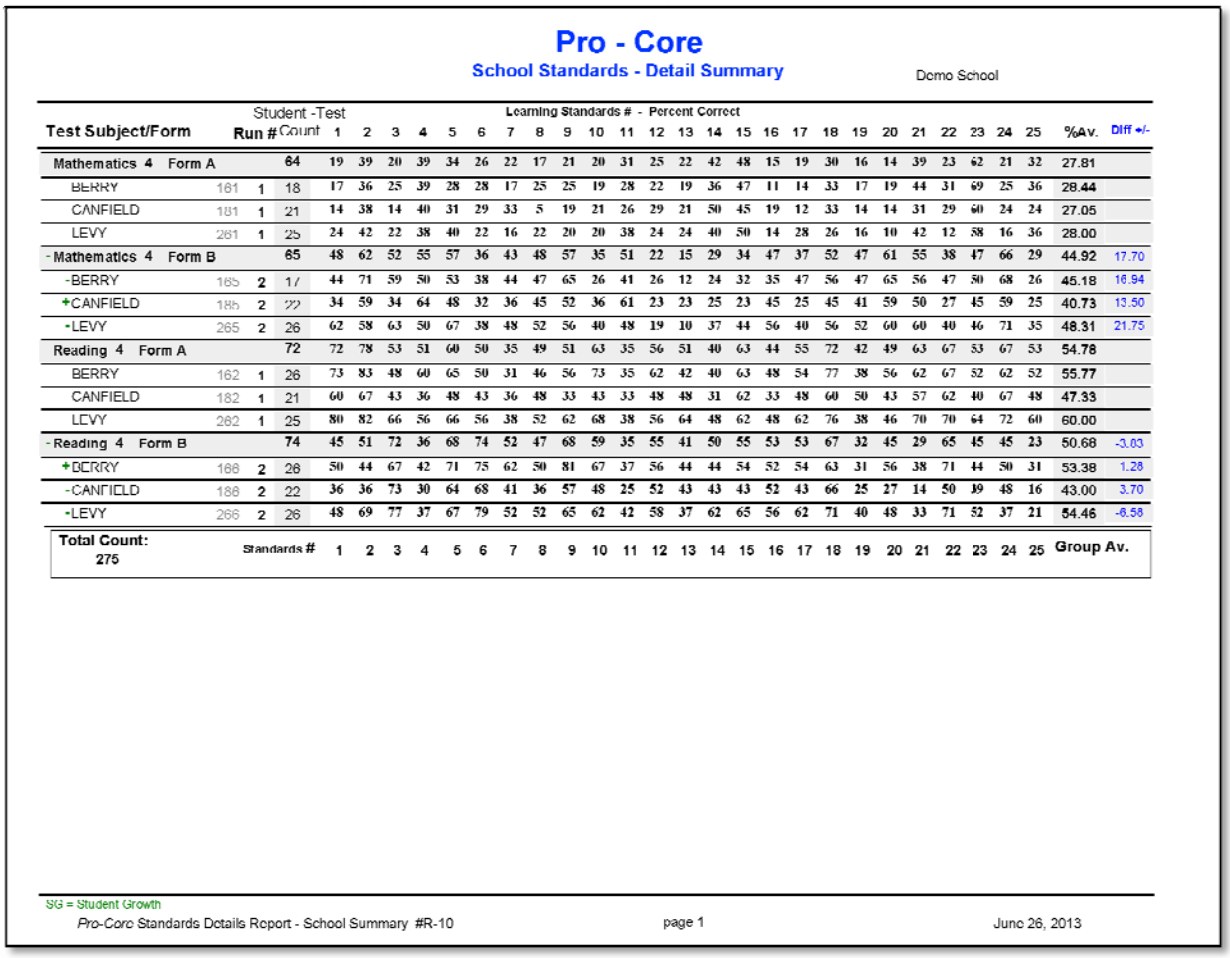
Demo School

Test Subject/Form	TID#	Student -Test Count	Standards Domains # ~ Percent Correct 1	2	3	4	5	6	7	% Av.	Dif +/-
Mathematics 4 Form A		**64**	**30**	**21**	**34**	**22**	**38**			**27.81**	
BERRY	161	18	29	23	31	24	44			28.4	
CANFIELD	181	21	28	21	34	22	36			27.0	
LEVY	261	25	33	20	35	21	37			28.0	
-Mathematics 4 Form B		**65**	**50**	**41**	**32**	**54**	**45**			**44.92**	**17.70**
-BERRY	165	17	51	40	30	56	48			45.2	16.9
+CANFIELD	185	22	44	43	28	49	39			40.7	13.5
-LEVY	265	26	55	41	37	57	48			48.3	21.8
Reading 4 Form A		**72**	**63**	**51**	**49**	**58**				**54.78**	
BERRY	162	26	66	54	49	58				55.8	
CANFIELD	182	21	51	42	43	53				47.3	
LEVY	262	25	71	57	54	62				60.0	
-Reading 4 Form B		**74**	**51**	**61**	**49**	**44**				**50.68**	**-3.83**
+BERRY	166	26	51	68	49	48				53.4	-1.3
-CANFIELD	186	22	44	52	43	36				43.0	-3.7
-LEVY	266	26	58	63	54	47				54.5	-6.6
Total Count 275	**Content Domain #**		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Group Av.**	

SG =Student Growth

Pro-Core Standards Domains Report - School Summary #R-9 page 1 June 26, 2013

#R-10 School Standards Summary Detail Report (1 or 2 pages)
Provides a School Summary of state standards by Subject, Grade, and Class group.



Pro - Core

School Standards - Detail Summary

Demo School

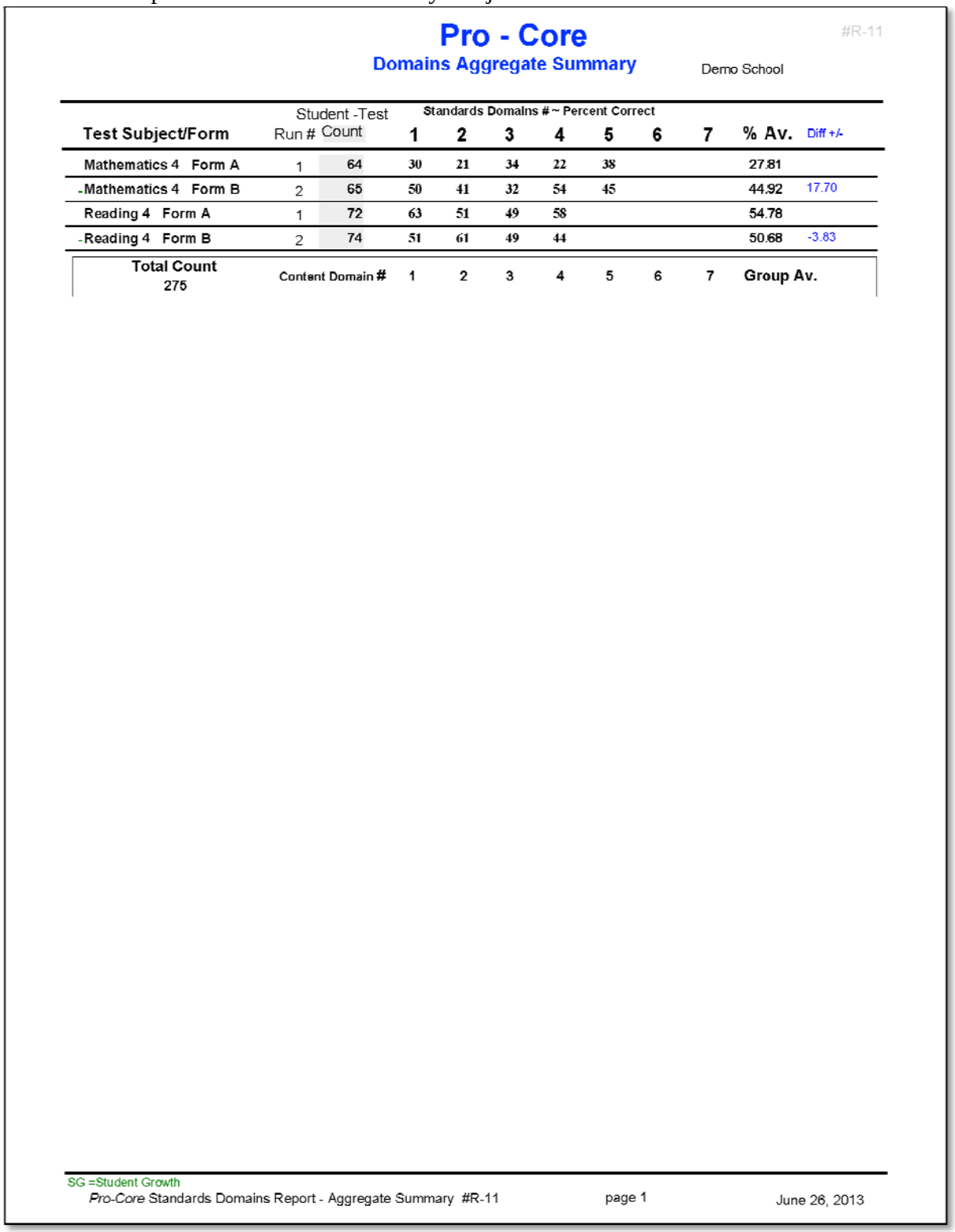
Test Subject/Form	Run #	Student -Test Count	Learning Standards # - Percent Correct 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Av.	Diff +/-
Mathematics 4 Form A		64	19	39	20	39	34	26	22	17	21	20	31	25	22	42	48	15	19	30	16	14	39	23	62	21	32	27.81	
BERRY 161	1	18	17	36	25	39	28	28	17	25	25	19	28	22	19	36	47	11	14	33	17	19	44	31	69	25	36	28.44	
CANFIELD 181	1	21	14	38	14	40	31	29	33	5	19	21	26	29	21	50	45	19	12	33	14	14	31	29	60	24	24	27.05	
LEVY 261	1	25	24	42	22	38	40	22	16	22	20	20	38	24	24	40	50	14	28	26	16	10	42	12	58	16	36	28.00	
- Mathematics 4 Form B		65	48	62	52	55	57	36	43	48	57	35	51	22	15	29	34	47	37	52	47	61	55	38	47	66	29	44.92	17.70
-BERRY 165	2	17	44	71	59	50	53	38	44	47	65	26	41	26	12	24	32	35	47	56	47	65	56	47	50	68	26	45.18	16.94
+CANFIELD 185	2	22	34	59	34	64	48	32	36	45	52	36	61	23	23	25	23	45	25	45	41	59	50	27	45	59	25	40.73	13.50
-LEVY 265	2	26	62	58	63	50	67	38	48	52	56	40	48	19	10	37	44	56	40	56	52	60	60	40	46	71	35	48.31	21.75
Reading 4 Form A		72	72	78	53	51	60	50	35	49	51	63	35	56	51	40	63	44	55	72	42	49	63	67	53	67	53	54.78	
BERRY 162	1	26	73	83	48	60	65	50	31	46	56	73	35	62	42	40	63	48	54	77	38	56	62	67	52	62	52	55.77	
CANFIELD 182	1	21	60	67	43	36	48	43	36	48	33	43	33	48	48	31	62	33	48	60	50	43	57	62	40	67	48	47.33	
LEVY 262	1	25	80	82	66	56	66	56	38	52	62	68	38	56	64	48	62	48	62	76	38	46	70	70	64	72	60	60.00	
- Reading 4 Form B		74	45	51	72	36	68	74	52	47	68	59	35	55	41	50	55	53	53	67	32	45	29	65	45	45	23	50.68	-3.03
+BERRY 168	2	26	50	44	67	42	71	75	62	50	81	67	37	56	44	44	54	52	54	63	31	56	38	71	44	50	31	53.38	1.28
-CANFIELD 188	2	22	36	36	73	30	64	68	41	36	57	48	25	52	43	43	43	52	43	66	25	27	14	50	39	48	16	43.00	3.70
-LEVY 268	2	26	48	69	77	37	67	79	52	52	65	62	42	58	37	62	65	56	62	71	40	48	33	71	52	37	21	54.46	-6.58
Total Count: 275	Standards #		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Group Av.	

SG = Student Growth

Pro-Core Standards Details Report - School Summary #R-10 page 1 June 26, 2013

#R-11 Domains Aggregate Summary (1 or 2 pages)

Provides a comparison of Domain scores by Subject and Test Form.



Pro - Core

#R-11

Domains Aggregate Summary

Demo School

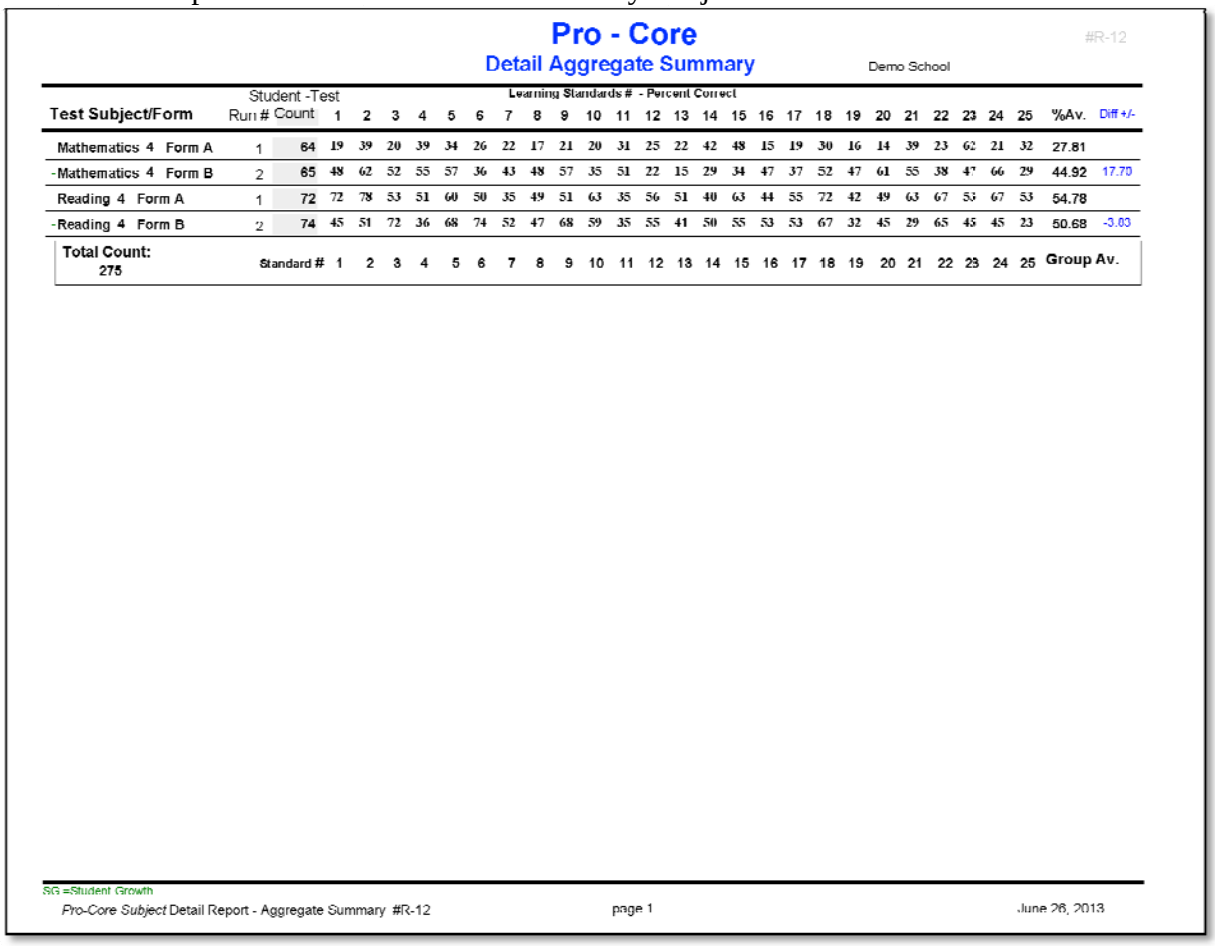
Test Subject/Form	Run #	Student -Test Count	Standards Domains # ~ Percent Correct 1	2	3	4	5	6	7	% Av.	Diff +/-
Mathematics 4 Form A	1	64	30	21	34	22	38			27.81	
-Mathematics 4 Form B	2	65	50	41	32	54	45			44.92	17.70
Reading 4 Form A	1	72	63	51	49	58				54.78	
-Reading 4 Form B	2	74	51	61	49	44				50.68	-3.83
Total Count 275		Content Domain #	1	2	3	4	5	6	7	Group Av.	

SG =Student Growth

Pro-Core Standards Domains Report - Aggregate Summary #R-11 page 1 June 26, 2013

#R-12 Standards Detail Aggregate Summary (1 or 2 pages)

Provides a comparison of state standards scores by Subject and Form.



Pro - Core

Detail Aggregate Summary #R-12

Demo School

Test Subject/Form	Run #	Student -Test Count	Learning Standards # - Percent Correct 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	%Av.	Diff +/-
Mathematics 4 Form A	1	64	19	39	20	39	34	26	22	17	21	20	31	25	22	42	48	15	19	30	16	14	39	23	62	21	32	27.81	
-Mathematics 4 Form B	2	65	48	62	52	55	57	36	43	48	57	35	51	22	15	29	34	47	37	52	47	61	55	38	47	66	29	44.92	17.70
Reading 4 Form A	1	72	72	78	53	51	60	50	35	49	51	63	35	56	51	40	63	44	55	72	42	49	63	67	53	67	53	54.78	
-Reading 4 Form B	2	74	45	51	72	36	68	74	52	47	68	59	35	55	41	50	55	53	53	67	32	45	29	65	45	45	23	50.68	-3.03
Total Count: 275		Standard #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Group Av.	

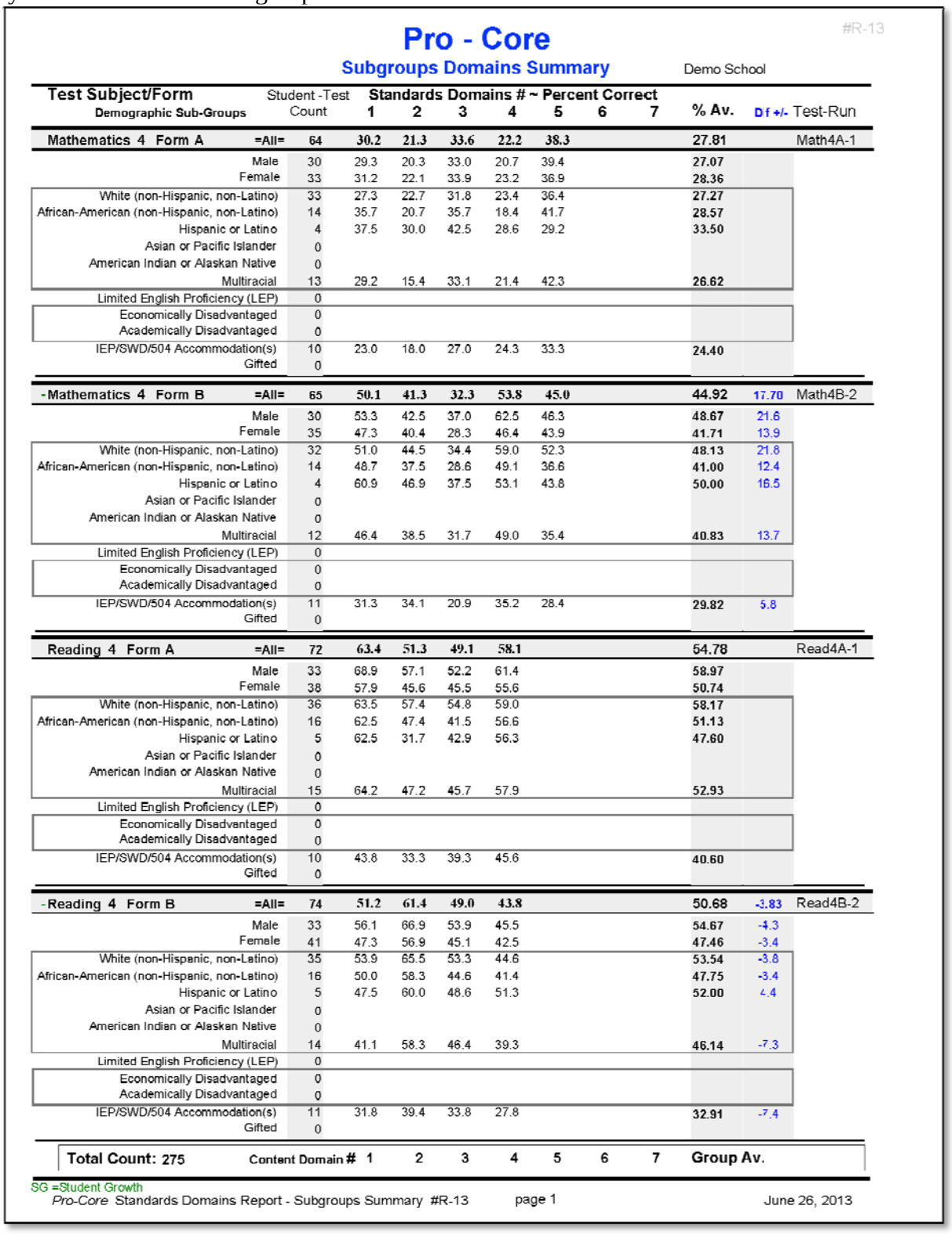
SG =Student Growth

Pro-Core Subject Detail Report - Aggregate Summary #R-12 page 1 June 26, 2013

#R-13 Subgroups Domains Summary (1+ pages)

Provides a School Summary of Domains scores by subgroups.

The bold top-line in each set shows the average scores for ALL students followed below by the scores for each subgroup named.



#R-13

Pro - Core

Subgroups Domains Summary

Demo School

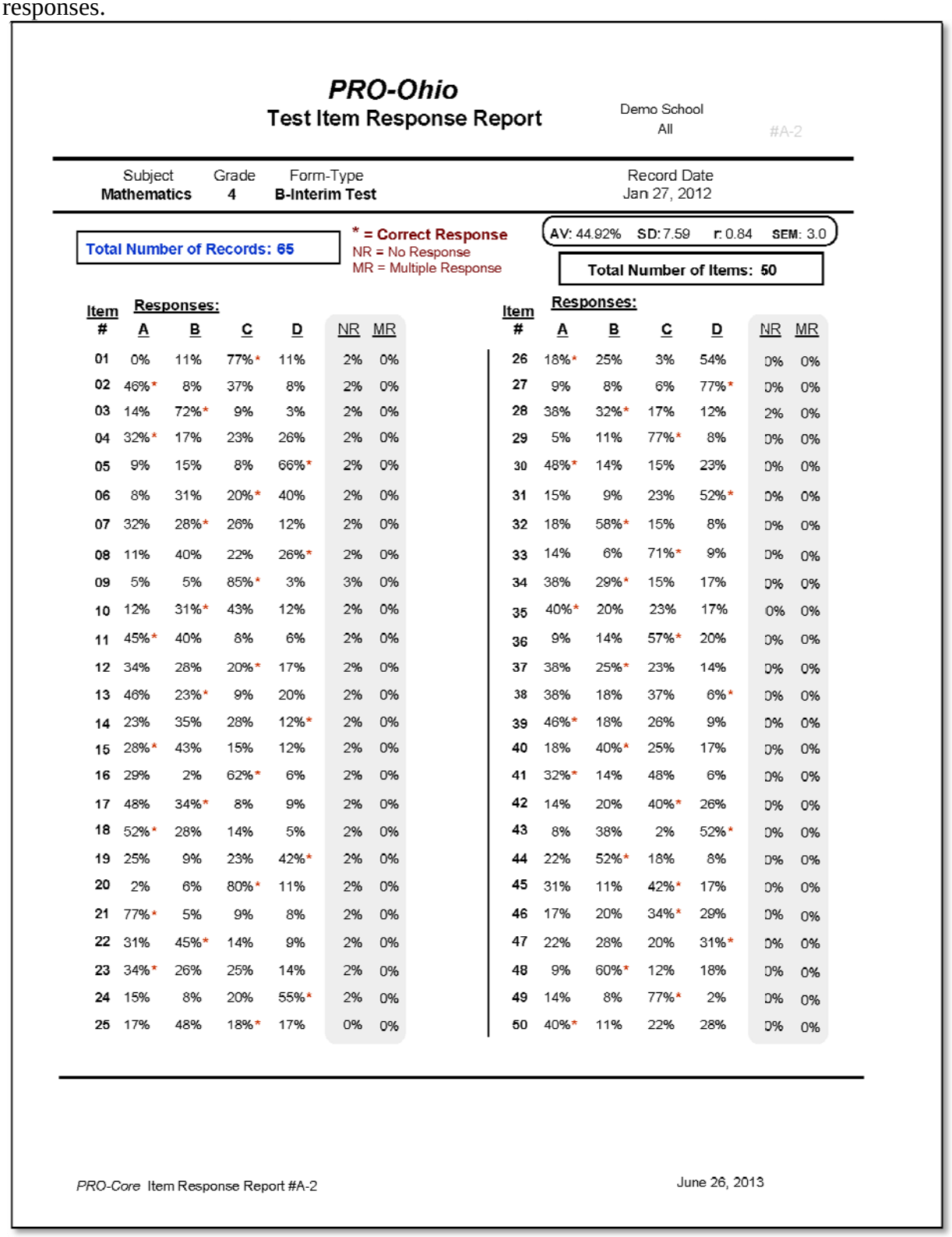
Test Subject/Form / Demographic Sub-Groups		Student-Test Count	Standards Domains # ~ Percent Correct 1	2	3	4	5	6	7	% Av.	Df +/- Test-Run	
Mathematics 4 Form A	**=All=**	**64**	**30.2**	**21.3**	**33.6**	**22.2**	**38.3**			**27.81**		Math4A-1
Male		30	29.3	20.3	33.0	20.7	39.4			**27.07**		
Female		33	31.2	22.1	33.9	23.2	36.9			**28.36**		
White (non-Hispanic, non-Latino)		33	27.3	22.7	31.8	23.4	36.4			**27.27**		
African-American (non-Hispanic, non-Latino)		14	35.7	20.7	35.7	18.4	41.7			**28.57**		
Hispanic or Latino		4	37.5	30.0	42.5	28.6	29.2			**33.50**		
Asian or Pacific Islander		0										
American Indian or Alaskan Native		0										
Multiracial		13	29.2	15.4	33.1	21.4	42.3			**26.62**		
Limited English Proficiency (LEP)		0										
Economically Disadvantaged		0										
Academically Disadvantaged		0										
IEP/SWD/504 Accommodation(s)		10	23.0	18.0	27.0	24.3	33.3			**24.40**		
Gifted		0										
-Mathematics 4 Form B	**=All=**	**65**	**50.1**	**41.3**	**32.3**	**53.8**	**45.0**			**44.92**	**17.70**	Math4B-2
Male		30	53.3	42.5	37.0	62.5	46.3			**48.67**	21.6	
Female		35	47.3	40.4	28.3	46.4	43.9			**41.71**	13.9	
White (non-Hispanic, non-Latino)		32	51.0	44.5	34.4	59.0	52.3			**48.13**	21.8	
African-American (non-Hispanic, non-Latino)		14	48.7	37.5	28.6	49.1	36.6			**41.00**	12.4	
Hispanic or Latino		4	60.9	46.9	37.5	53.1	43.8			**50.00**	16.5	
Asian or Pacific Islander		0										
American Indian or Alaskan Native		0										
Multiracial		12	46.4	38.5	31.7	49.0	35.4			**40.83**	13.7	
Limited English Proficiency (LEP)		0										
Economically Disadvantaged		0										
Academically Disadvantaged		0										
IEP/SWD/504 Accommodation(s)		11	31.3	34.1	20.9	35.2	28.4			**29.82**	5.8	
Gifted		0										
Reading 4 Form A	**=All=**	**72**	**63.4**	**51.3**	**49.1**	**58.1**				**54.78**		Read4A-1
Male		33	68.9	57.1	52.2	61.4				**58.97**		
Female		38	57.9	45.6	45.5	55.6				**50.74**		
White (non-Hispanic, non-Latino)		36	63.5	57.4	54.8	59.0				**58.17**		
African-American (non-Hispanic, non-Latino)		16	62.5	47.4	41.5	56.6				**51.13**		
Hispanic or Latino		5	62.5	31.7	42.9	56.3				**47.60**		
Asian or Pacific Islander		0										
American Indian or Alaskan Native		0										
Multiracial		15	64.2	47.2	45.7	57.9				**52.93**		
Limited English Proficiency (LEP)		0										
Economically Disadvantaged		0										
Academically Disadvantaged		0										
IEP/SWD/504 Accommodation(s)		10	43.8	33.3	39.3	45.6				**40.60**		
Gifted		0										
-Reading 4 Form B	**=All=**	**74**	**51.2**	**61.4**	**49.0**	**43.8**				**50.68**	**-3.83**	Read4B-2
Male		33	56.1	66.9	53.9	45.5				**54.67**	-4.3	
Female		41	47.3	56.9	45.1	42.5				**47.46**	-3.4	
White (non-Hispanic, non-Latino)		35	53.9	65.5	53.3	44.6				**53.54**	-3.8	
African-American (non-Hispanic, non-Latino)		16	50.0	58.3	44.6	41.4				**47.75**	-3.4	
Hispanic or Latino		5	47.5	60.0	48.6	51.3				**52.00**	-4.4	
Asian or Pacific Islander		0										
American Indian or Alaskan Native		0										
Multiracial		14	41.1	58.3	46.4	39.3				**46.14**	-7.3	
Limited English Proficiency (LEP)		0										
Economically Disadvantaged		0										
Academically Disadvantaged		0										
IEP/SWD/504 Accommodation(s)		11	31.8	39.4	33.8	27.8				**32.91**	-7.4	
Gifted		0										
Total Count: 275			**Content Domain #**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**Group Av.**	

SG =Student Growth

Pro-Core Standards Domains Report - Subgroups Summary #R-13 page 1 June 26, 2013

#A-2 Response Analysis Report (1 page)

Shows the percent of all student responses to each item, including omissions and multiple responses.



PRO-Ohio

Test Item Response Report

Demo School
All
#A-2

Subject	Grade	Form-Type	Record Date
Mathematics	**4**	**B-Interim Test**	Jan 27, 2012

Total Number of Records: 65

* = Correct Response
NR = No Response
MR = Multiple Response

AV: 44.92% SD: 7.59 r: 0.84 SEM: 3.0

Total Number of Items: 50

Item #	Responses: A	B	C	D	NR	MR
01	0%	11%	77%*	11%	2%	0%
02	46%*	8%	37%	8%	2%	0%
03	14%	72%*	9%	3%	2%	0%
04	32%*	17%	23%	26%	2%	0%
05	9%	15%	8%	66%*	2%	0%
06	8%	31%	20%*	40%	2%	0%
07	32%	28%*	26%	12%	2%	0%
08	11%	40%	22%	26%*	2%	0%
09	5%	5%	85%*	3%	3%	0%
10	12%	31%*	43%	12%	2%	0%
11	45%*	40%	8%	6%	2%	0%
12	34%	28%	20%*	17%	2%	0%
13	46%	23%*	9%	20%	2%	0%
14	23%	35%	28%	12%*	2%	0%
15	28%*	43%	15%	12%	2%	0%
16	29%	2%	62%*	6%	2%	0%
17	48%	34%*	8%	9%	2%	0%
18	52%*	28%	14%	5%	2%	0%
19	25%	9%	23%	42%*	2%	0%
20	2%	6%	80%*	11%	2%	0%
21	77%*	5%	9%	8%	2%	0%
22	31%	45%*	14%	9%	2%	0%
23	34%*	26%	25%	14%	2%	0%
24	15%	8%	20%	55%*	2%	0%
25	17%	48%	18%*	17%	0%	0%
26	18%*	25%	3%	54%	0%	0%
27	9%	8%	6%	77%*	0%	0%
28	38%	32%*	17%	12%	2%	0%
29	5%	11%	77%*	8%	0%	0%
30	48%*	14%	15%	23%	0%	0%
31	15%	9%	23%	52%*	0%	0%
32	18%	58%*	15%	8%	0%	0%
33	14%	6%	71%*	9%	0%	0%
34	38%	29%*	15%	17%	0%	0%
35	40%*	20%	23%	17%	0%	0%
36	9%	14%	57%*	20%	0%	0%
37	38%	25%*	23%	14%	0%	0%
38	38%	18%	37%	6%*	0%	0%
39	46%*	18%	26%	9%	0%	0%
40	18%	40%*	25%	17%	0%	0%
41	32%*	14%	48%	6%	0%	0%
42	14%	20%	40%*	26%	0%	0%
43	8%	38%	2%	52%*	0%	0%
44	22%	52%*	18%	8%	0%	0%
45	31%	11%	42%*	17%	0%	0%
46	17%	20%	34%*	29%	0%	0%
47	22%	28%	20%	31%*	0%	0%
48	9%	60%*	12%	18%	0%	0%
49	14%	8%	77%*	2%	0%	0%
50	40%*	11%	22%	28%	0%	0%

PRO-Core Item Response Report #A-2

June 26, 2013

APPENDIX B
Pro-Core+ On-Track Reports Samples

There are two *main* groupings of the 13 Pro-Core+ On-Track Reports:

1) **School Reports** – "**S**" Reports give information most useful at each school for students, teachers, principals, and school support staff.
2) **District Reports** – "**D**" Reports give information most useful at the district level for the superintendent, district support staff, and curriculum specialists.

These reports are generated automatically from the Pro-Core Form A and Form B test results.

There are 8 statistical and correlation **"C"** reports in the **Special Reports** layout. Reports C-2 and C-3 require the previous input of your school or district's state test standard scores.

There are 4 sets of parallel reports that generate test results based on each of the 2 main groups. In addition, individual student records may be found or sorted in List or Form views.

Below is a Table that identifies the report codes used for each of the three types. On the following pages are samples of each of the 13 main reports plus the 8 special (statistical) reports.

The Report-#s in the table below are shown in sequential order on the following pages:

TYPE:	School	District	Special Rpts
Student Report	SD-1	SD-1	
Schools Summary	DS-1	DS-1	
Subject Class Students	SD-7	SD-7	
	Subject	**Subject**	
Summary	S-2	D-2	
Class	S-3	D-3	
Students	S-4	D-4	
	Class	**Class**	
Summary	S-5	D-5	
Students	S-6	D-6	
Cut Scores Report		*Form A & B*	C-1
Correlations Report		*w/state scores*	C-2
Passing Score Ranges		*w/state scores*	C-3
SGM-TE Summary		***State approved***	**C-4**
SGM-TE Reports		***State approved***	**C-5**
SLO-TE Target Scores		*LEA determined*	C-6
SLO-TE Summary		*LEA determined*	C-7
SLO-TE Reports		*LEA determined*	C-8

Reports are *normally* printed from the On-Track Module's Main Menu. A Test Form is selected from the pop-up box (the default selection is "All"), then a specific School or District report *button* is selected.

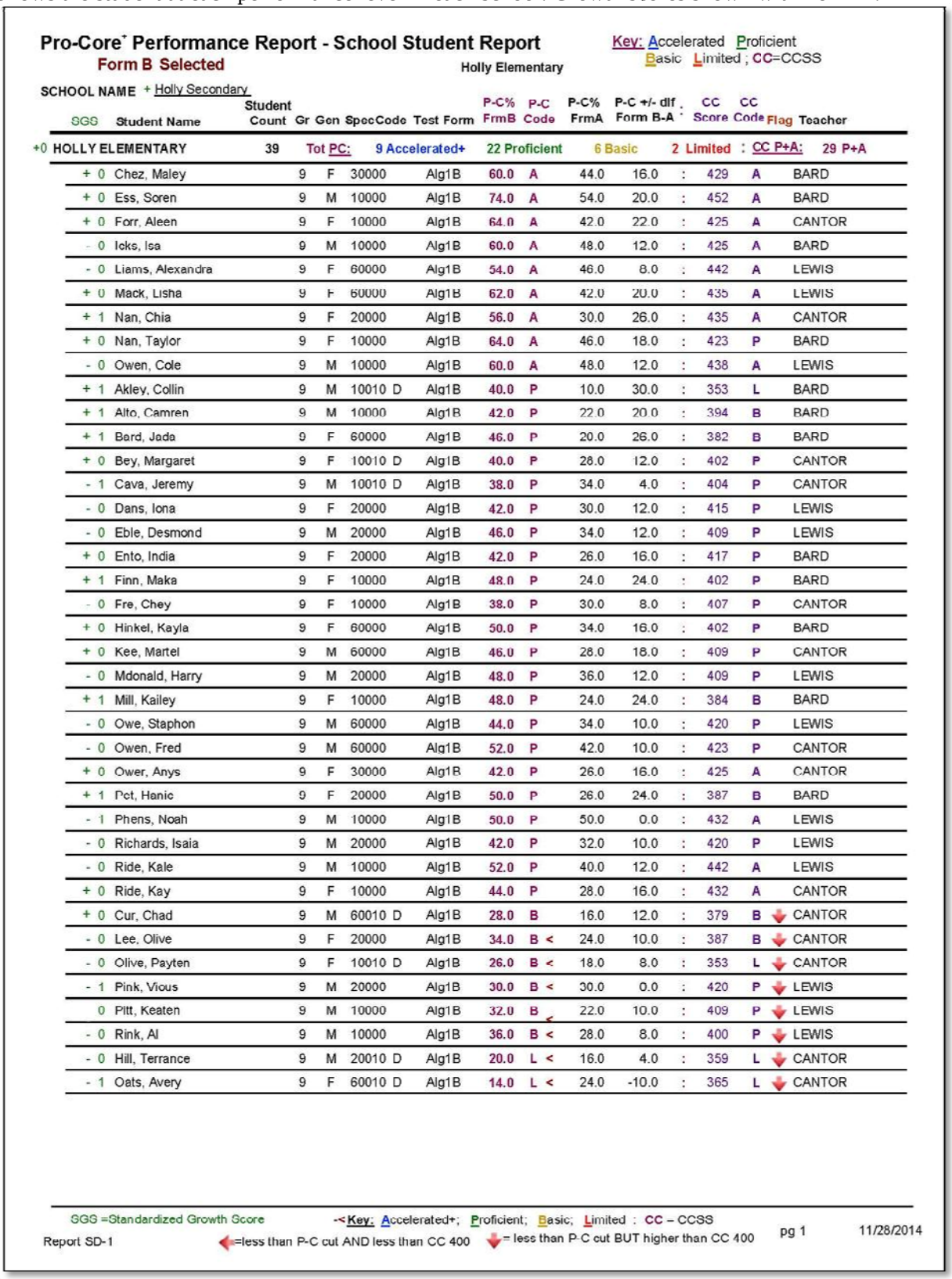
Statistical reports are printed from the Special Statistical Reports layout menu.

Report printouts begin in Preview mode. You have the option to continue or cancel the printing. If cancelled, the layout will remain in the report view. You may return to the Main Menu from any report layout screen.

Note: The sample reports on the following pages show a district with 7 schools with *both* Form A (pre-test) and Form B (post-test) data in reading and mathematics, with NCE, student growth and teacher effectiveness results.

#SD-1 School Student Report (alpha sort, grouped by performance level code)

Shows the student at each performance level in each school. Growth scores shown with Form B.



Pro-Core® Performance Report - School Student Report

Form B Selected

Holly Elementary

Key: Accelerated Proficient Basic Limited ; CC=CCSS

SCHOOL NAME + Holly Secondary

SGS	Student Name	Student Count	Gr	Gen	SpecCode	Test Form	P-C% FrmB	P-C Code	P-C% FrmA	P-C +/- dif Form B-A		CC Score	CC Code	Flag	Teacher
+0	HOLLY ELEMENTARY	39	Tot PC:		9 Accelerated+		22 Proficient		6 Basic		2 Limited	: CC P+A:			29 P+A
+ 0	Chez, Maley		9	F	30000	Alg1B	60.0	A	44.0	16.0	:	429	A		BARD
+ 0	Ess, Soren		9	M	10000	Alg1B	74.0	A	54.0	20.0	:	452	A		BARD
+ 0	Forr, Aleen		9	F	10000	Alg1B	64.0	A	42.0	22.0	:	425	A		CANTOR
- 0	Icks, Isa		9	M	10000	Alg1B	60.0	A	48.0	12.0	:	425	A		BARD
- 0	Liams, Alexandra		9	F	60000	Alg1B	54.0	A	46.0	8.0	:	442	A		LEWIS
+ 0	Mack, Lisha		9	F	60000	Alg1B	62.0	A	42.0	20.0	:	435	A		LEWIS
+ 1	Nan, Chia		9	F	20000	Alg1B	56.0	A	30.0	26.0	:	435	A		CANTOR
+ 0	Nan, Taylor		9	F	10000	Alg1B	64.0	A	46.0	18.0	:	423	P		BARD
- 0	Owen, Cole		9	M	10000	Alg1B	60.0	A	48.0	12.0	:	438	A		LEWIS
+ 1	Akley, Collin		9	M	10010 D	Alg1B	40.0	P	10.0	30.0	:	353	L		BARD
+ 1	Alto, Camren		9	M	10000	Alg1B	42.0	P	22.0	20.0	:	394	B		BARD
+ 1	Bard, Jada		9	F	60000	Alg1B	46.0	P	20.0	26.0	:	382	B		BARD
+ 0	Bey, Margaret		9	F	10010 D	Alg1B	40.0	P	28.0	12.0	:	402	P		CANTOR
- 1	Cava, Jeremy		9	M	10010 D	Alg1B	38.0	P	34.0	4.0	:	404	P		CANTOR
- 0	Dans, Iona		9	F	20000	Alg1B	42.0	P	30.0	12.0	:	415	P		LEWIS
- 0	Eble, Desmond		9	M	20000	Alg1B	46.0	P	34.0	12.0	:	409	P		LEWIS
+ 0	Ento, India		9	F	20000	Alg1B	42.0	P	26.0	16.0	:	417	P		BARD
+ 1	Finn, Maka		9	F	10000	Alg1B	48.0	P	24.0	24.0	:	402	P		BARD
- 0	Fre, Chey		9	F	10000	Alg1B	38.0	P	30.0	8.0	:	407	P		CANTOR
+ 0	Hinkel, Kayla		9	F	60000	Alg1B	50.0	P	34.0	16.0	:	402	P		BARD
+ 0	Kee, Martel		9	M	60000	Alg1B	46.0	P	28.0	18.0	:	409	P		CANTOR
- 0	Mdonald, Harry		9	M	20000	Alg1B	48.0	P	36.0	12.0	:	409	P		LEWIS
+ 1	Mill, Kailey		9	F	10000	Alg1B	48.0	P	24.0	24.0	:	384	B		BARD
- 0	Owe, Staphon		9	M	60000	Alg1B	44.0	P	34.0	10.0	:	420	P		LEWIS
- 0	Owen, Fred		9	M	60000	Alg1B	52.0	P	42.0	10.0	:	423	P		CANTOR
+ 0	Ower, Anys		9	F	30000	Alg1B	42.0	P	26.0	16.0	:	425	A		CANTOR
+ 1	Pet, Hanic		9	F	20000	Alg1B	50.0	P	26.0	24.0	:	387	B		BARD
- 1	Phens, Noah		9	M	10000	Alg1B	50.0	P	50.0	0.0	:	432	A		LEWIS
- 0	Richards, Isaia		9	M	20000	Alg1B	42.0	P	32.0	10.0	:	420	P		LEWIS
- 0	Ride, Kale		9	M	10000	Alg1B	52.0	P	40.0	12.0	:	442	A		LEWIS
+ 0	Ride, Kay		9	F	10000	Alg1B	44.0	P	28.0	16.0	:	432	A		CANTOR
+ 0	Cur, Chad		9	M	60010 D	Alg1B	28.0	B	16.0	12.0	:	379	B	↓	CANTOR
- 0	Lee, Olive		9	F	20000	Alg1B	34.0	B <	24.0	10.0	:	387	B	↓	CANTOR
- 0	Olive, Payten		9	F	10010 D	Alg1B	26.0	B <	18.0	8.0	:	353	L	↓	CANTOR
- 1	Pink, Vious		9	M	20000	Alg1B	30.0	B <	30.0	0.0	:	420	P	↓	LEWIS
0	Pitt, Keaten		9	M	10000	Alg1B	32.0	B <	22.0	10.0	:	409	P	↓	LEWIS
- 0	Rink, Al		9	M	10000	Alg1B	36.0	B <	28.0	8.0	:	400	P	↓	LEWIS
- 0	Hill, Terrance		9	M	20010 D	Alg1B	20.0	L <	16.0	4.0	:	359	L	↓	CANTOR
- 1	Oats, Avery		9	F	60010 D	Alg1B	14.0	L <	24.0	-10.0	:	365	L	↓	CANTOR

SGS =Standardized Growth Score -<Key: Accelerated+; Proficient; Basic; Limited ; CC – CCSS

Report SD-1 ← =less than P-C cut AND less than CC 400 ↓ = less than P-C cut BUT higher than CC 400 pg 1 11/28/2014

#S-2 School Subjects Summary (1-2 pages)

Shows the number of students at each performance level with cut-scores in each subject grade test in each school. Growth scores shown with Form B assessments.

Pro-Core+ Performance Report - School Subject Summary

Demo District

- All - Selected

SCHOOL NAME - East Elementary

SG	Test Name	Student Count	P-C Accelerated Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	CCSS P+A [pass] Count >=Cut%
- 1	**EAST ELEMENTARY**	195	36 Accelerated+	70 Proficient	53 Basic	36 Limited	103 P+A
	Mathematics 4 Form A	49	13 39.7	17 26.8	11 18.3	8 18.3	30 48.1
- 3	Mathematics 4 Form B	48	8 57.0	16 38.5	19 26.2	5 26.2	33 48.1
	Reading 4 Form A	50	6 66.2	19 41.2	13 30.4	12 30.4	19 46.9
+ 2	Reading 4 Form B	48	9 65.1	18 40.5	10 29.9	11 29.9	21 46.9
+ 2	**HOLLY ELEMENTARY**	282	51 Accelerated+	104 Proficient	86 Basic	41 Limited	150 P+A
	Mathematics 4 Form A	72	20 39.7	23 26.8	19 18.3	10 18.3	44 48.1
+ 3	Mathematics 4 Form B	72	15 57.0	28 38.5	24 26.2	5 26.2	43 48.1
	Reading 4 Form A	67	8 66.2	24 41.2	20 30.4	15 30.4	31 46.9
+ 1	Reading 4 Form B	71	8 65.1	29 40.5	23 29.9	11 29.9	32 46.9
- 3	**INDIA ELEMENTARY**	292	82 Accelerated+	129 Proficient	51 Basic	30 Limited	184 P+A
	Mathematics 4 Form A	72	28 39.7	26 26.8	14 18.3	4 18.3	49 48.1
- 3	Mathematics 4 Form B	74	16 57.0	34 38.5	14 26.2	10 26.2	48 48.1
	Reading 4 Form A	72	21 66.2	33 41.2	12 30.4	6 30.4	44 46.9
- 3	Reading 4 Form B	74	17 65.1	36 40.5	11 29.9	10 29.9	43 46.9
+ 1	**LION SCHOOL**	583	217 Accelerated+	248 Proficient	86 Basic	32 Limited	447 P+A
	Mathematics 4 Form A	50	26 39.7	19 26.8	4 18.3	1 18.3	42 48.1
+ 5	Mathematics 4 Form B	49	24 57.0	21 38.5	3 26.2	1 26.2	41 48.1
	Mathematics 5 Form A	47	34 45.0	7 33.1	4 23.8	2 23.8	44 48.1
- 5	Mathematics 5 Form B	48	27 50.5	10 37.2	9 26.7	2 26.7	43 48.1
	Mathematics 6 Form A	49	8 47.1	17 32.5	17 24.4	7 24.4	29 40.0
+ 5	Mathematics 6 Form B	48	5 57.4	24 39.6	14 29.7	5 29.7	29 40.0
	Reading 4 Form A	50	20 66.2	24 41.2	4 30.4	2 30.4	30 46.9
+ 0	Reading 4 Form B	49	22 65.1	18 40.5	6 29.9	3 29.9	30 46.9
	Reading 5 Form A	47	24 68.6	19 44.0	3 35.2	1 35.2	47 51.0
+ 1	Reading 5 Form B	49	27 70.8	16 45.4	3 36.3	3 36.3	47 51.0
	Reading 6 Form A	49	0 88.2	39 50.0	7 32.3	3 32.3	33 34.7
- 2	Reading 6 Form B	48	0 96.5	34 54.7	12 35.4	2 35.4	32 34.7
+ 0	**NORTH SCHOOL**	1,741	185 Accelerated+	657 Proficient	521 Basic	378 Limited	689 P+A
	Mathematics 5 Form A	222	50 45.0	64 33.1	77 23.8	31 23.8	108 48.1
+ 1	Mathematics 5 Form B	219	43 50.5	76 37.2	56 26.7	44 26.7	106 48.1
	Mathematics 6 Form A	219	27 47.1	79 32.5	79 24.4	34 24.4	49 40.0
- 1	Mathematics 6 Form B	208	14 57.4	65 39.6	68 29.7	61 29.7	44 40.0
	Reading 5 Form A	222	26 68.6	94 44.0	52 35.2	50 35.2	123 51.0
- 1	Reading 5 Form B	219	24 70.8	101 45.4	30 36.3	64 36.3	120 51.0
	Reading 6 Form A	220	1 88.2	98 50.0	72 32.3	49 32.3	72 34.7
+ 1	Reading 6 Form B	212	0 96.5	80 54.7	87 35.4	45 35.4	67 34.7
+ 0	**SOUTH SCHOOL**	296	97 Accelerated+	127 Proficient	53 Basic	19 Limited	213 P+A
	Mathematics 4 Form A	25	9 39.7	13 26.8	3 18.3	0 18.3	24 48.1

Report S-2 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC= CCSS pg 1 6/25/2013

#S-3 School Subjects Classes Summary (1 page per school)

Shows the number of students at each performance level with cut-scores in each teacher's subject grade class test in each school. Growth Scores shown with Form B assessments.

Pro-Core+ Performance Report - School Subject Class Summary

- All - Selected

SCHOOL NAME Holly Secondary

SGS	Test / TClass# Alg1a	Std Cnt	FrmB av%	FrmA av%	Diff +/-%	P-C Accelerated+ Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%		CCSS P+A [pass] Count >=Cut%
	HOLLY ELEMENTARY	222				57 Acc+	107 Prof	39 Basic	19 Limited	:	162 P+A
	Algebra 1 Form A	53	45.8	32.9	13.0	PC: 17 A>=39.4	19 P>=26.6	13 B>=18.1	4 L<18.1	: CC P+A:	40 P>=
	BARD *161*	19	52.2	34.8	17.4	8	4	6	1	:	13
	CANTOR *181*	18	38.3	27.4	10.9	3	6	6	3	:	11
	LEWIS *261*	16	46.8	36.6	10.1	6	9	1	0	:	16
+0	Algebra 1 Form B	53	45.8	32.9	13.0	PC: 14 A>=53.8	28 P>=36.4	9 B>=24.7	2 L<24.7	: CC P+A:	40 P>=
+1	BARD *165*	19	52.2	34.8	17.4	8	9	2	0	:	13
-0	CANTOR *185*	18	38.3	27.4	10.9	2	10	4	2	:	11
-1	LEWIS *265*	16	46.8	36.6	10.1	4	9	3	0	:	16
	Reading 9 Form A	58	52.7	53.6	-0.9	PC: 14 A>=66.8	28 P>=41.5	10 B>=30.7	6 L<30.7	: CC P+A:	41 P>= 42.7
	BARD *162*	21	61.8	53.7	8.1	4	13	1	3	:	16
	CANTOR *182*	19	42.4	46.0	-3.6	2	8	6	3	:	11
	LEWIS *262*	18	52.9	61.6	-8.7	8	7	3	0	:	14
0	Reading 9 Form B	58	52.7	53.6	-0.9	PC: 12 A>=67.5	32 P>=41.9	7 B>=31.0	7 L<31.0	: CC P+A:	41 P>= 42.7
+1	BARD *166*	21	61.8	53.7	8.1	8	10	3	0	:	16
-0	CANTOR *186*	19	42.4	46.0	-3.6	0	11	3	5	:	11
-1	LEWIS *266*	18	52.9	61.6	-8.7	4	11	1	2	:	14
	TOTAL Counts:	222				57 Accelerated	107 Proficient	39 Basic	19 Limited	:	: 162 CC [>+P+A]

Report S-3 SGS =Standardized Growth Score **Key:** Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 11/28/2014

#S-4 School Subjects Students Report (alpha sort, grouped by performance level code)
Shows the students at each performance level in each subject grade test in each school. Grwoth scores show with Form B assessments.

Pro-Core+ Performance Report - School Subject Student Report

Form B Selected

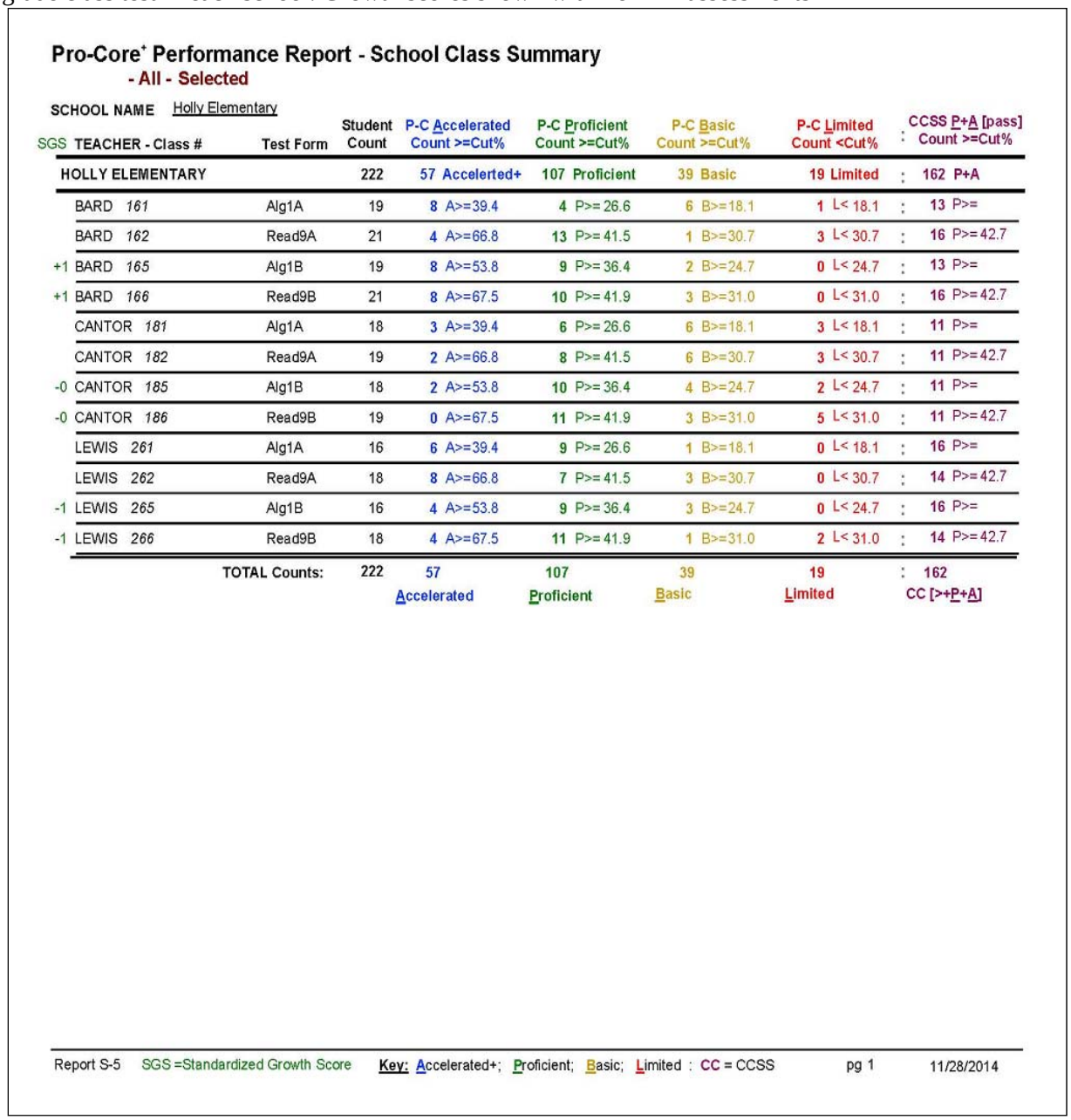
SCHOOL NAME +Holly Elementary
Test / Class +Alg1b

SGS	Student Name	Count	Gr	Gen	SpecCode	P-C Accelerated Count >=Cut% P-C av%	P-C Code	P-C Proficient Count >=Cut% A / B av%	P-C +/- Form B-A	P-C Basic Count >=Cut% Teacher	P-C Limited Count <Cut% : CC Score	CCSS P+A [pass] Count >=Cut% CC Code	Flag
+0	HOLLY ELEMENTARY	39				9 Accelerated+		22 Proficient		6 Basic	2 Limited : 29	P+A	
+0	Algebra 1 Form B	39				9 A>= 53.8		22 P>= 36.4		6 B>= 24.7	2 L< 24.7 : 29	P>=	
+ 0	CHEZ, MALEY		9	F	30000	60.0	A	44.0	16.0	BARD	: 429	A	
+ 0	ESS, SOREN		9	M	10000	74.0	A	54.0	20.0	BARD	: 452	A	
+ 0	FORR, ALEEN		9	F	10000	64.0	A	42.0	22.0	CANTOR	: 425	A	
- 0	ICKS, ISA		9	M	10000	60.0	A	48.0	12.0	BARD	: 425	A	
- 0	LIAMS, ALEXANDRA		9	F	60000	54.0	A	46.0	8.0	LEWIS	: 442	A	
+ 0	MACK, LISHA		9	F	60000	62.0	A	42.0	20.0	LEWIS	: 435	A	
+ 1	NAN, CHIA		9	F	20000	56.0	A	30.0	26.0	CANTOR	: 435	A	
+ 0	NAN, TAYLOR		9	F	10000	64.0	A	46.0	18.0	BARD	: 423	P	
- 0	OWEN, COLE		9	M	10000	60.0	A	48.0	12.0	LEWIS	: 438	A	
+ 1	AKLEY, COLLIN		9	M	10010 D	40.0	P	10.0	30.0	BARD	: 353	L	
+ 1	ALTO, CAMREN		9	M	10000	42.0	P	22.0	20.0	BARD	: 394	B	
+ 1	BARD, JADA		9	F	60000	46.0	P	20.0	26.0	BARD	: 382	B	
+ 0	BEY, MARGARET		9	F	10010 D	40.0	P	28.0	12.0	CANTOR	: 402	P	
- 1	CAVA, JEREMY		9	M	10010 D	38.0	P	34.0	4.0	CANTOR	: 404	P	
- 0	DANS, IONA		9	F	20000	42.0	P	30.0	12.0	LEWIS	: 415	P	
- 0	EBLE, DESMOND		9	M	20000	46.0	P	34.0	12.0	LEWIS	: 409	P	
+ 0	ENTO, INDIA		9	F	20000	42.0	P	26.0	16.0	BARD	: 417	P	
+ 1	FINN, MAKA		9	F	10000	48.0	P	24.0	24.0	BARD	: 402	P	
- 0	FRE, CHEY		9	F	10000	38.0	P	30.0	8.0	CANTOR	: 407	P	
+ 0	HINKEL, KAYLA		9	F	60000	50.0	P	34.0	16.0	BARD	: 402	P	
+ 0	KEE, MARTEL		9	M	60000	46.0	P	28.0	18.0	CANTOR	: 409	P	
- 0	MDONALD, HARRY		9	M	20000	48.0	P	36.0	12.0	LEWIS	: 409	P	
+ 1	MILL, KAILEY		9	F	10000	48.0	P	24.0	24.0	BARD	: 384	B	
- 0	OWE, STAPHON		9	M	60000	44.0	P	34.0	10.0	LEWIS	: 420	P	
- 0	OWEN, FRED		9	M	60000	52.0	P	42.0	10.0	CANTOR	: 423	P	
+ 0	OWER, ANYS		9	F	30000	42.0	P	26.0	16.0	CANTOR	: 425	A	
+ 1	PET, HANIC		9	F	20000	50.0	P	26.0	24.0	BARD	: 387	B	
- 1	PHENS, NOAH		9	M	10000	50.0	P	50.0	0.0	LEWIS	: 432	A	
- 0	RICHARDS, ISAIA		9	M	20000	42.0	P	32.0	10.0	LEWIS	: 420	P	
- 0	RIDE, KALE		9	M	10000	52.0	P	40.0	12.0	LEWIS	: 442	A	
+ 0	RIDE, KAY		9	F	10000	44.0	P	28.0	16.0	CANTOR	: 432	A	
+ 0	CUR, CHAD		9	M	60010 D	28.0	B	16.0	12.0	CANTOR	: 379	B	↓
- 0	LEE, OLIVE		9	F	20000	34.0	B <	24.0	10.0	CANTOR	: 387	B	↓
- 0	OLIVE, PAYTEN		9	F	10010 D	26.0	B <	18.0	8.0	CANTOR	: 353	L	↓
- 1	PINK, VIOUS		9	M	20000	30.0	B <	30.0	0.0	LEWIS	: 420	P	↓
- 0	PITT, KEATEN		9	M	10000	32.0	B <	22.0	10.0	LEWIS	: 409	P	↓
- 0	RINK, AL		9	M	10000	36.0	B <	28.0	8.0	LEWIS	: 400	P	↓
- 0	HILL, TERRANCE		9	M	20010 D	20.0	L <	16.0	4.0	CANTOR	: 359	L	↓
- 1	OATS, AVERY		9	F	60010 D	14.0	L <	24.0	-10.0	CANTOR	: 365	L	↓
	TOTAL Counts:	39				9 Accelerated		22 Proficient		6 Basic	2 Limited : 29	CC [>+P+A]	

SGS =Standardized Growth Score -< Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS
←=less than P-C cut AND less than CC 400 ↓= less than P-C cut BUT higher than CC 400
Report S-4 pg 1 11/28/2014

#S-5 School Classes Summary (1 page per school)

Shows the number of students at each performance level with cut-scores in each teacher's subject grade class test in each school. Growth scores shown with Form B assessments



Pro-Core⁺ Performance Report - School Class Summary

- All - Selected

SCHOOL NAME Holly Elementary

SGS	TEACHER - Class #	Test Form	Student Count	P-C Accelerated Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	CCSS P+A [pass] Count >=Cut%
	HOLLY ELEMENTARY		222	57 Accelerted+	107 Proficient	39 Basic	19 Limited	: 162 P+A
	BARD *161*	Alg1A	19	8 A>=39.4	4 P>= 26.6	6 B>=18.1	1 L< 18.1	: 13 P>=
	BARD *162*	Read9A	21	4 A>=66.8	13 P>= 41.5	1 B>=30.7	3 L< 30.7	: 16 P>= 42.7
+1	BARD *165*	Alg1B	19	8 A>=53.8	9 P>= 36.4	2 B>=24.7	0 L< 24.7	: 13 P>=
+1	BARD *166*	Read9B	21	8 A>=67.5	10 P>= 41.9	3 B>=31.0	0 L< 31.0	: 16 P>= 42.7
	CANTOR *181*	Alg1A	18	3 A>=39.4	6 P>= 26.6	6 B>=18.1	3 L< 18.1	: 11 P>=
	CANTOR *182*	Read9A	19	2 A>=66.8	8 P>= 41.5	6 B>=30.7	3 L< 30.7	: 11 P>= 42.7
-0	CANTOR *185*	Alg1B	18	2 A>=53.8	10 P>= 36.4	4 B>=24.7	2 L< 24.7	: 11 P>=
-0	CANTOR *186*	Read9B	19	0 A>=67.5	11 P>= 41.9	3 B>=31.0	5 L< 31.0	: 11 P>= 42.7
	LEWIS *261*	Alg1A	16	6 A>=39.4	9 P>= 26.6	1 B>=18.1	0 L< 18.1	: 16 P>=
	LEWIS *262*	Read9A	18	8 A>=66.8	7 P>= 41.5	3 B>=30.7	0 L< 30.7	: 14 P>= 42.7
-1	LEWIS *265*	Alg1B	16	4 A>=53.8	9 P>= 36.4	3 B>=24.7	0 L< 24.7	: 16 P>=
-1	LEWIS *266*	Read9B	18	4 A>=67.5	11 P>= 41.9	1 B>=31.0	2 L< 31.0	: 14 P>= 42.7
		TOTAL Counts:	222	57 Accelerated	107 Proficient	39 Basic	19 Limited	: 162 CC [>+P+A]

Report S-5 SGS =Standardized Growth Score **Key:** Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 11/28/2014

#S-6 School Classes Students Report (alpha sort, grouped by performance level code)
Shows the students at each performance level in each teacher's class in each school. Growth scores shown with Form B assessments.

Pro-Core+ Performance Report - School Class Student Report

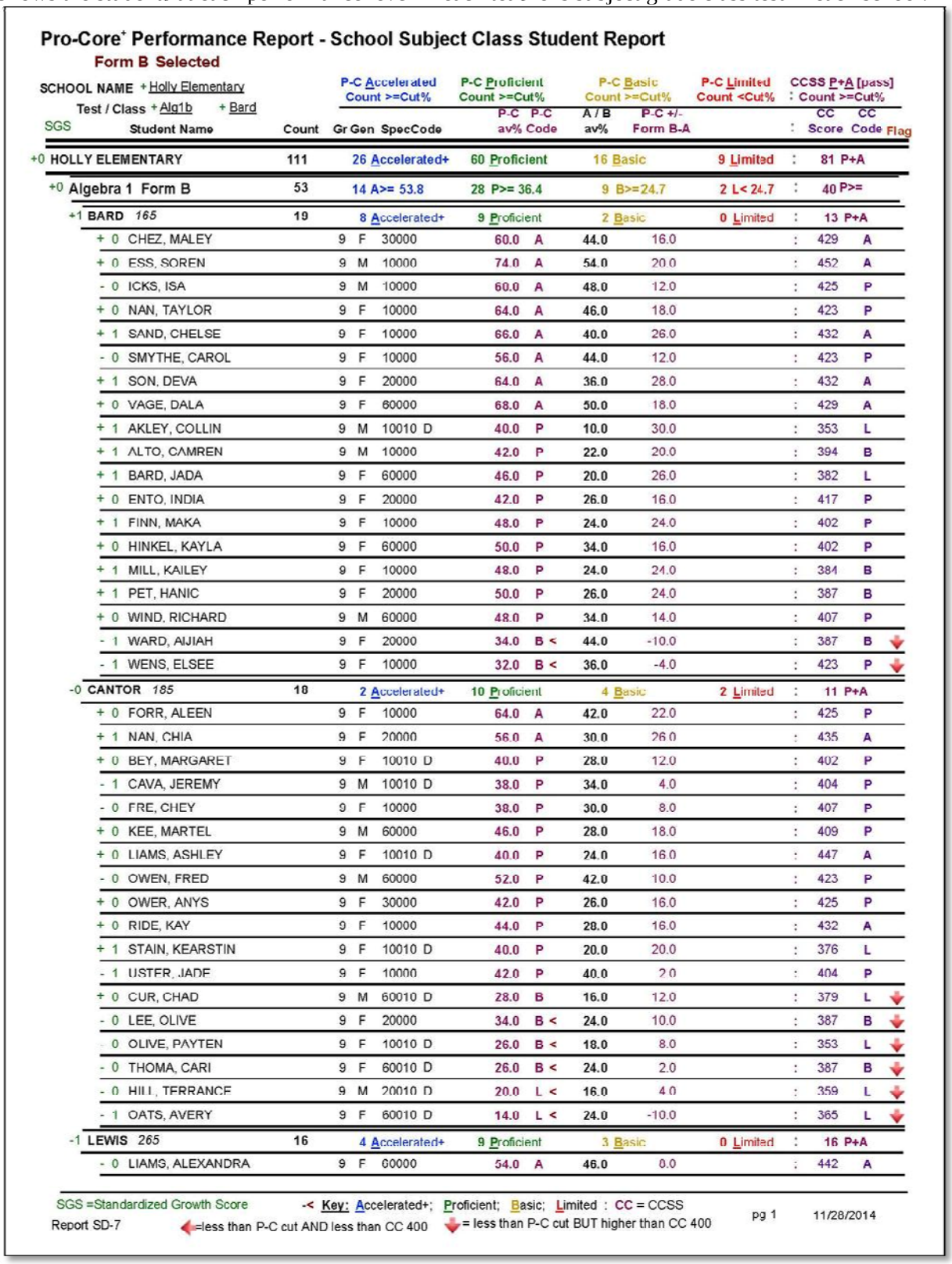
Form B Selected

SCHOOL NAME +Holly Elementary
Class / Test +Bard + Alg1b

SGS	Student Name	Count	Gr	Gen	SpecCode	P-C Accelerated Count >=Cut%	P-C av%	P-C Code	A / B av%	P-C Proficient Count >=Cut%	P-C +/- Form B-A	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	CCSS P+A [pass] Count >=Cut% : CC Score	CC Code	Flag
+0	HOLLY ELEMENTARY	111				26 Accelerated+				60 Proficient		16 Basic	9 Limited	: 81	P+A	
+1	BARD *165* Alg1B	19				8 A>=53.8				9 P>= 36.4		2 B>=24.7	0 L< 24.7	: 13	P>=	
+ 0	CHEZ, MALEY	9	F		30000		60.0	A	44.0		16.0			: 429	A	
+ 0	ESS, SOREN	9	M		10000		74.0	A	54.0		20.0			: 452	A	
- 0	ICKS, ISA	9	M		10000		60.0	A	48.0		12.0			: 425	P	
+ 0	NAN, TAYLOR	9	F		10000		64.0	A	46.0		18.0			: 423	P	
+ 1	SAND, CHELSE	9	F		10000		66.0	A	40.0		26.0			: 432	A	
- 0	SMYTHE, CAROL	9	F		10000		56.0	A	44.0		12.0			: 423	P	
+ 1	SON, DEVA	9	F		20000		64.0	A	36.0		28.0			: 432	A	
+ 0	VAGE, DALA	9	F		60000		68.0	A	50.0		18.0			: 429	A	
+ 1	AKLEY, COLLIN	9	M		10010 D		40.0	P	10.0		30.0			: 353	L	
+ 1	ALTO, CAMREN	9	M		10000		42.0	P	22.0		20.0			: 394	B	
+ 1	BARD, JADA	9	F		60000		46.0	P	20.0		26.0			: 382	L	
+ 0	ENTO, INDIA	9	F		20000		42.0	P	26.0		16.0			: 417	P	
+ 1	FINN, MAKA	9	F		10000		48.0	P	24.0		24.0			: 402	P	
+ 0	HINKEL, KAYLA	9	F		60000		50.0	P	34.0		16.0			: 402	P	
+ 1	MILL, KAILEY	9	F		10000		48.0	P	24.0		24.0			: 384	B	
+ 1	PET, HANIC	9	F		20000		50.0	P	26.0		24.0			: 387	B	
+ 0	WIND, RICHARD	9	M		60000		48.0	P	34.0		14.0			: 407	P	
- 1	WARD, AIJIAH	9	F		20000		34.0	B <	44.0		-10.0			: 387	B	↓
- 1	WENS, ELSEE	9	F		10000		32.0	B <	36.0		-4.0			: 423	P	↓
+1	BARD *166* Read9B	21				8 A>=67.5				10 P>= 41.9		3 B>=31.0	0 L< 31.0	: 16	P>= 42.7	
+ 0	ESS, SOREN	9	M		10000		94.0	A	82.0		12.0			: 439	A	
- 0	HANE, CHRISTOPHER	9	M		10000		86.0	A	86.0		0.0			: 470	A	
+ 0	HINKEL, KAYLA	9	F		60000		76.0	A	64.0		12.0			: 423	P	
+ 0	JOHNS, SEAN	9	M		60000		92.0	A	84.0		8.0			: 435	A	
+ 0	NAN, TAYLOR	9	F		10000		74.0	A	64.0		10.0			: 429	A	
+ 1	SAND, CHELSE	9	F		10000		88.0	A	68.0		20.0			: 435	A	
+ 1	SMYTHE, CAROL	9	F		10000		76.0	A	62.0		14.0			: 413	P	
+ 1	VAGE, DALA	9	F		60000		74.0	A	60.0		14.0			: 426	P	
+ 1	AKLEY, COLLIN	9	M		10010 D		42.0	P	26.0		16.0			: 381	L	
+ 0	ALTO, CAMREN	9	M		10000		46.0	P	46.0		0.0			: 401	P	
+ 0	CHEZ, MALEY	9	F		30000		46.0	P	44.0		2.0			: 405	P	
+ 2	ENTO, INDIA	9	F		20000		58.0	P	20.0		38.0			: 405	P	
+ 0	FINN, MAKA	9	F		10000		52.0	P	46.0		6.0			: 410	P	
+ 1	ICKS, ISA	9	M		10000		52.0	P	36.0		16.0			: 401	P	
+ 1	MILL, KAILEY	9	F		10000		66.0	P	48.0		18.0			: 415	P	
+ 1	PETA, HANIC	9	F		20000		58.0	P	46.0		12.0			: 398	B	
- 1	WENS, ELSEE	9	F		10000		42.0	P	66.0		-24.0			: 415	P	
+ 0	WILSON, DEVA	9	F		20000		62.0	P	60.0		2.0			: 401	P	
+ 1	BARD, JADA	9	F		60000		38.0	B	24.0		14.0			: 389	B	←
- 0	WARD, AIJIAH	9	F		20000		38.0	B <	48.0		-10.0			: 386	B	←
- 0	WIND, RICHARD	9	M		60000		38.0	B <	48.0		-10.0			: 396	B	←

SGS =Standardized Growth Score -< Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS
Report S-6 ←=less than P-C cut AND less than CC 400 ↓= less than P-C cut BUT higher than CC 400 pg 1 11/28/2014

#S-7 School Subject Class Students Report (alpha sort, grouped by performance level code)
Shows the students at each performance level in each teacher's subject grade class test in each school.



Pro-Core+ Performance Report - School Subject Class Student Report

Form B Selected

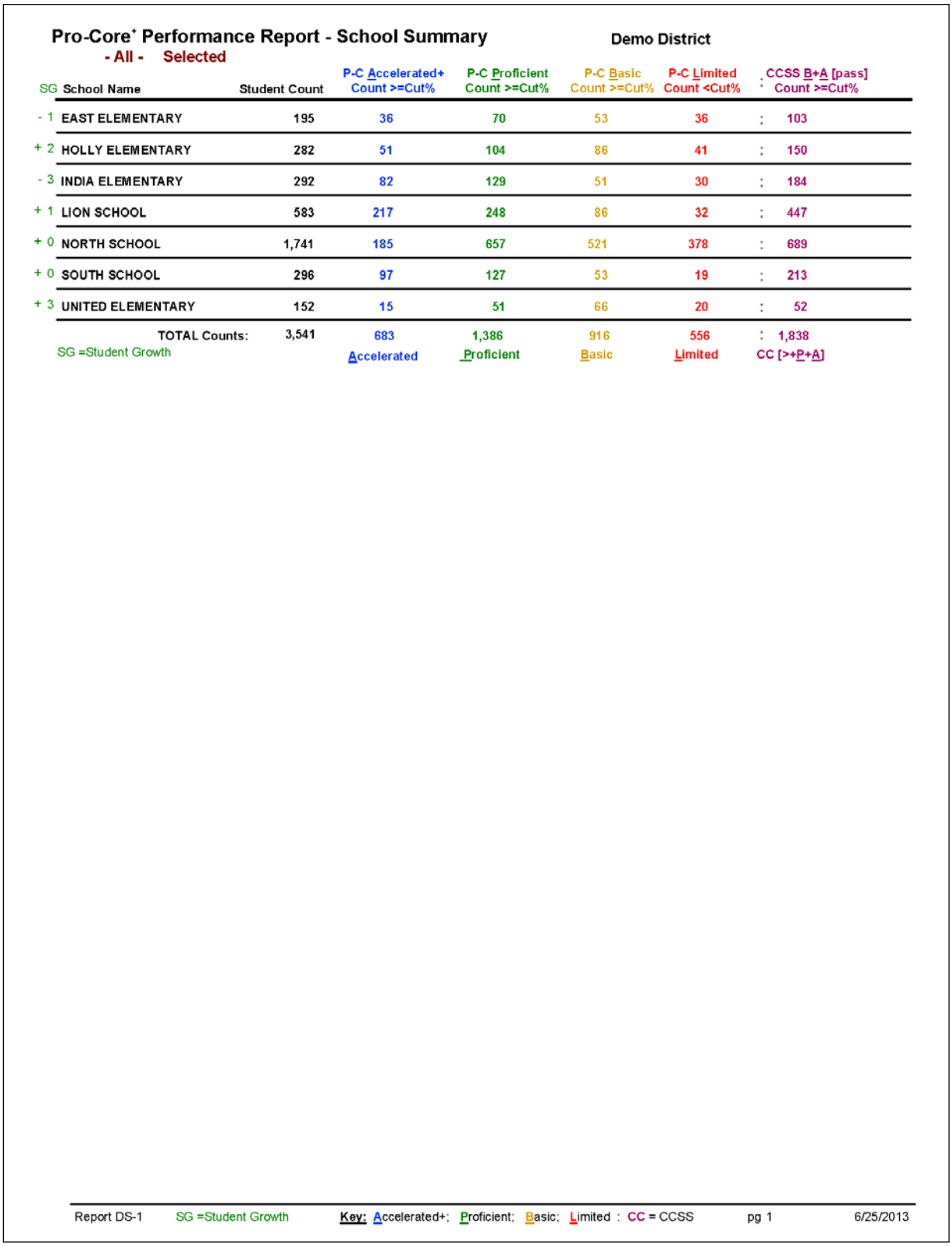
SCHOOL NAME + Holly Elementary
Test / Class + Alg1b + Bard

SGS	Student Name	Count	Gr	Gen	SpecCode	P-C Accelerated Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	CCSS P+A [pass] : Count >=Cut%		
							P-C av% / P-C Code	A / B av% / P-C +/- Form B-A		: CC Score	CC Code	Flag
+0	HOLLY ELEMENTARY	111				26 Accelerated+	60 Proficient	16 Basic	9 Limited	: 81	P+A	
+0	Algebra 1 Form B	53				14 A>= 53.8	28 P>= 36.4	9 B>=24.7	2 L< 24.7	: 40	P>=	
+1	BARD 165	19				8 Accelerated+	9 Proficient	2 Basic	0 Limited	: 13	P+A	
+ 0	CHEZ, MALEY		9	F	30000	60.0	A	44.0	16.0	: 429	A	
+ 0	ESS, SOREN		9	M	10000	74.0	A	54.0	20.0	: 452	A	
- 0	ICKS, ISA		9	M	10000	60.0	A	48.0	12.0	: 425	P	
+ 0	NAN, TAYLOR		9	F	10000	64.0	A	46.0	18.0	: 423	P	
+ 1	SAND, CHELSE		9	F	10000	66.0	A	40.0	26.0	: 432	A	
- 0	SMYTHE, CAROL		9	F	10000	56.0	A	44.0	12.0	: 423	P	
+ 1	SON, DEVA		9	F	20000	64.0	A	36.0	28.0	: 432	A	
+ 0	VAGE, DALA		9	F	60000	68.0	A	50.0	18.0	: 429	A	
+ 1	AKLEY, COLLIN		9	M	10010 D	40.0	P	10.0	30.0	: 353	L	
+ 1	ALTO, CAMREN		9	M	10000	42.0	P	22.0	20.0	: 394	B	
+ 1	BARD, JADA		9	F	60000	46.0	P	20.0	26.0	: 382	L	
+ 0	ENTO, INDIA		9	F	20000	42.0	P	26.0	16.0	: 417	P	
+ 1	FINN, MAKA		9	F	10000	48.0	P	24.0	24.0	: 402	P	
+ 0	HINKEL, KAYLA		9	F	60000	50.0	P	34.0	16.0	: 402	P	
+ 1	MILL, KAILEY		9	F	10000	48.0	P	24.0	24.0	: 384	B	
+ 1	PET, HANIC		9	F	20000	50.0	P	26.0	24.0	: 387	B	
+ 0	WIND, RICHARD		9	M	60000	48.0	P	34.0	14.0	: 407	P	
- 1	WARD, AIJIAH		9	F	20000	34.0	B <	44.0	-10.0	: 387	B	
- 1	WENS, ELSEE		9	F	10000	32.0	B <	36.0	-4.0	: 423	P	
-0	CANTOR 185	18				2 Accelerated+	10 Proficient	4 Basic	2 Limited	: 11	P+A	
+ 0	FORR, ALEEN		9	F	10000	64.0	A	42.0	22.0	: 425	P	
+ 1	NAN, CHIA		9	F	20000	56.0	A	30.0	26.0	: 435	A	
+ 0	BEY, MARGARET		9	F	10010 D	40.0	P	28.0	12.0	: 402	P	
- 1	CAVA, JEREMY		9	M	10010 D	38.0	P	34.0	4.0	: 404	P	
- 0	FRE, CHEY		9	F	10000	38.0	P	30.0	8.0	: 407	P	
+ 0	KEE, MARTEL		9	M	60000	46.0	P	28.0	18.0	: 409	P	
+ 0	LIAMS, ASHLEY		9	F	10010 D	40.0	P	24.0	16.0	: 447	A	
- 0	OWEN, FRED		9	M	60000	52.0	P	42.0	10.0	: 423	P	
+ 0	OWER, ANYS		9	F	30000	42.0	P	26.0	16.0	: 425	P	
+ 0	RIDE, KAY		9	F	10000	44.0	P	28.0	16.0	: 432	A	
+ 1	STAIN, KEARSTIN		9	F	10010 D	40.0	P	20.0	20.0	: 376	L	
- 1	USTER, JADE		9	F	10000	42.0	P	40.0	2.0	: 404	P	
+ 0	CUR, CHAD		9	M	60010 D	28.0	B	16.0	12.0	: 379	L	
- 0	LEE, OLIVE		9	F	20000	34.0	B <	24.0	10.0	: 387	B	
- 0	OLIVE, PAYTEN		9	F	10010 D	26.0	B <	18.0	8.0	: 353	L	
- 0	THOMA, CARI		9	F	60010 D	26.0	B <	24.0	2.0	: 387	B	
- 0	HILL, TERRANCE		9	M	20010 D	20.0	L <	16.0	4.0	: 359	L	
- 1	OATS, AVERY		9	F	60010 D	14.0	L <	24.0	-10.0	: 365	L	
-1	LEWIS 265	16				4 Accelerated+	9 Proficient	3 Basic	0 Limited	: 16	P+A	
- 0	LIAMS, ALEXANDRA		9	F	60000	54.0	A	46.0	8.0	: 442	A	

SGS =Standardized Growth Score -< Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS
Report SD-7 = less than P-C cut AND less than CC 400 = less than P-C cut BUT higher than CC 400 pg 1 11/28/2014

#DS-1 District Schools Summary (1 page)

Shows the number of students at each performance level in all district schools. Growth scores shown with Form B assessments



Pro-Core* Performance Report - School Summary

Demo District

- All - Selected

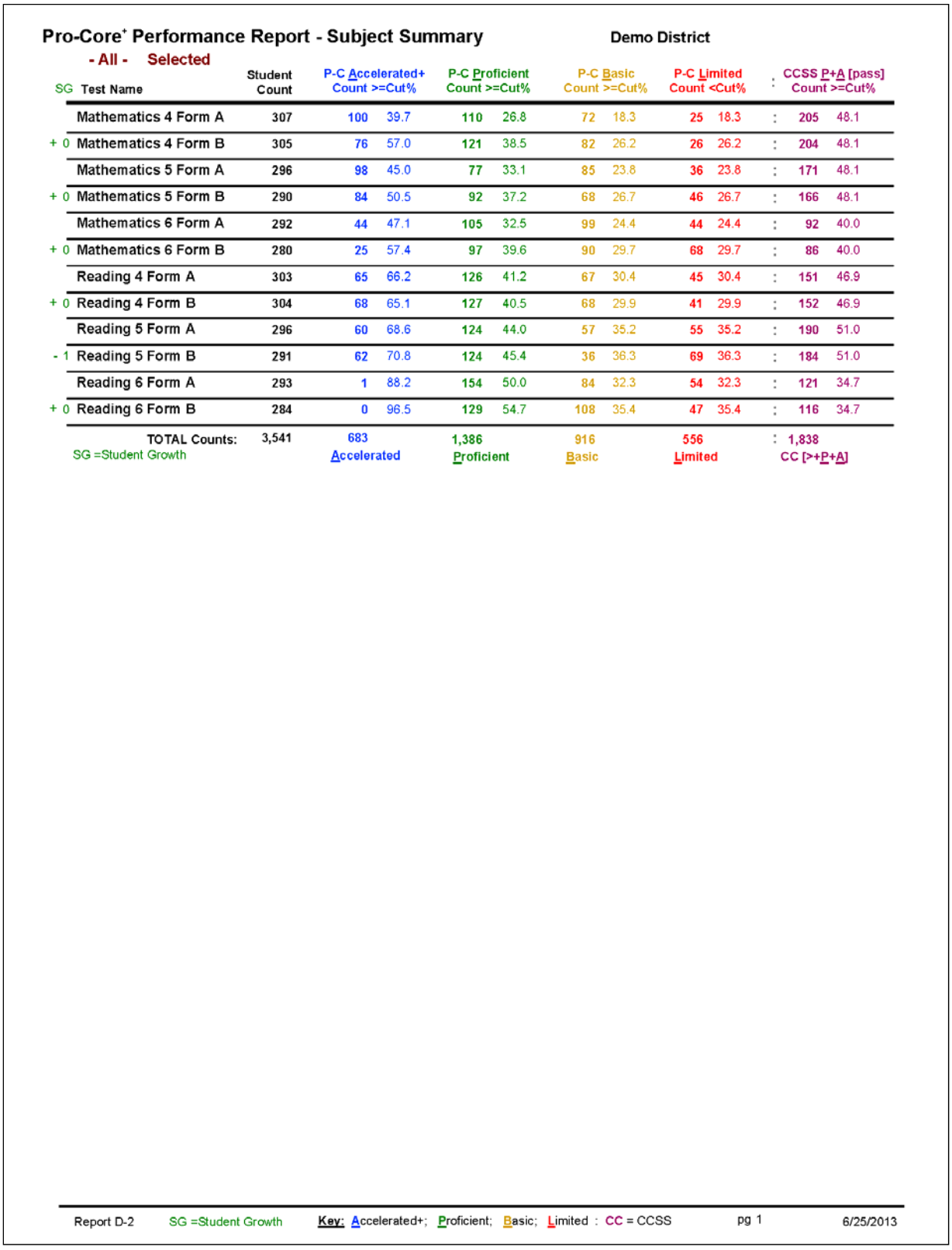
SG	School Name	Student Count	P-C Accelerated+ Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	CCSS B+A [pass] Count >=Cut%
- 1	EAST ELEMENTARY	195	36	70	53	36	103
+ 2	HOLLY ELEMENTARY	282	51	104	86	41	150
- 3	INDIA ELEMENTARY	292	82	129	51	30	184
+ 1	LION SCHOOL	583	217	248	86	32	447
+ 0	NORTH SCHOOL	1,741	185	657	521	378	689
+ 0	SOUTH SCHOOL	296	97	127	53	19	213
+ 3	UNITED ELEMENTARY	152	15	51	66	20	52
	TOTAL Counts:	3,541	683	1,386	916	556	1,838
			Accelerated	Proficient	Basic	Limited	CC [>+P+A]

SG =Student Growth

Report DS-1 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 6/25/2013

#D-2 District Subjects Summary (1 page)

Shows the number of students at each performance level with cut-scores in each subject grade test in all schools. Growth scores shown for Form B assessments.



Pro-Core⁺ Performance Report - Subject Summary — Demo District

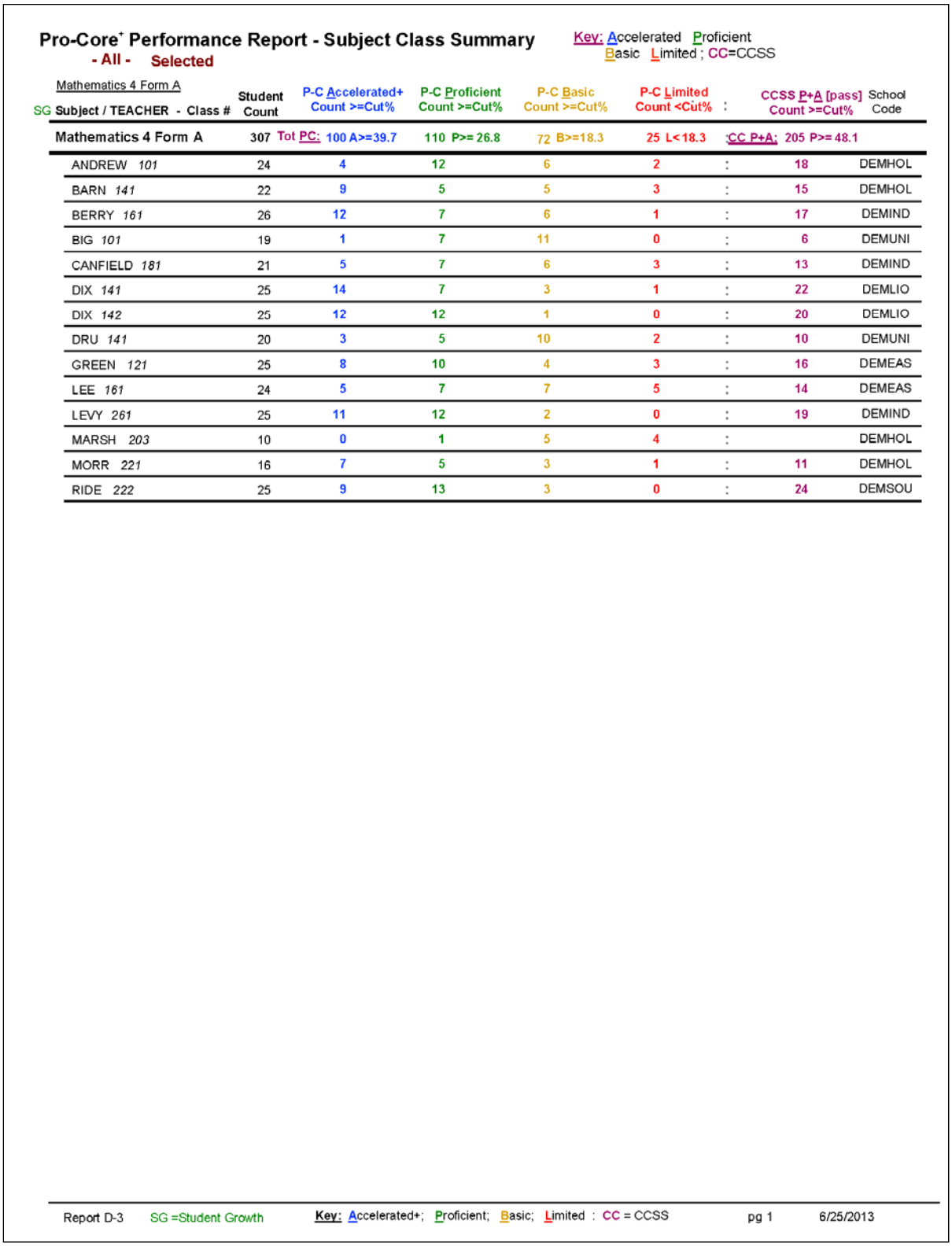
- All - Selected

SG	Test Name	Student Count	P-C Accelerated+ Count >=Cut%		P-C Proficient Count >=Cut%		P-C Basic Count >=Cut%		P-C Limited Count <Cut%		:	CCSS P+A [pass] Count >=Cut%	
	Mathematics 4 Form A	307	100	39.7	110	26.8	72	18.3	25	18.3	:	205	48.1
+ 0	Mathematics 4 Form B	305	76	57.0	121	38.5	82	26.2	26	26.2	:	204	48.1
	Mathematics 5 Form A	296	98	45.0	77	33.1	85	23.8	36	23.8	:	171	48.1
+ 0	Mathematics 5 Form B	290	84	50.5	92	37.2	68	26.7	46	26.7	:	166	48.1
	Mathematics 6 Form A	292	44	47.1	105	32.5	99	24.4	44	24.4	:	92	40.0
+ 0	Mathematics 6 Form B	280	25	57.4	97	39.6	90	29.7	68	29.7	:	86	40.0
	Reading 4 Form A	303	65	66.2	126	41.2	67	30.4	45	30.4	:	151	46.9
+ 0	Reading 4 Form B	304	68	65.1	127	40.5	68	29.9	41	29.9	:	152	46.9
	Reading 5 Form A	296	60	68.6	124	44.0	57	35.2	55	35.2	:	190	51.0
- 1	Reading 5 Form B	291	62	70.8	124	45.4	36	36.3	69	36.3	:	184	51.0
	Reading 6 Form A	293	1	88.2	154	50.0	84	32.3	54	32.3	:	121	34.7
+ 0	Reading 6 Form B	284	0	96.5	129	54.7	108	35.4	47	35.4	:	116	34.7
	TOTAL Counts:	3,541	683		1,386		916		556		:	1,838	
	SG =Student Growth		Accelerated		Proficient		Basic		Limited			CC [>+P+A]	

Report D-2 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 6/25/2013

#D-3 District Subjects Classes Summary (1 page per subject)

Shows the number of students at each performance level in each subject grade test in each teacher's class in all schools.



Pro-Core⁺ Performance Report - Subject Class Summary

- All - Selected

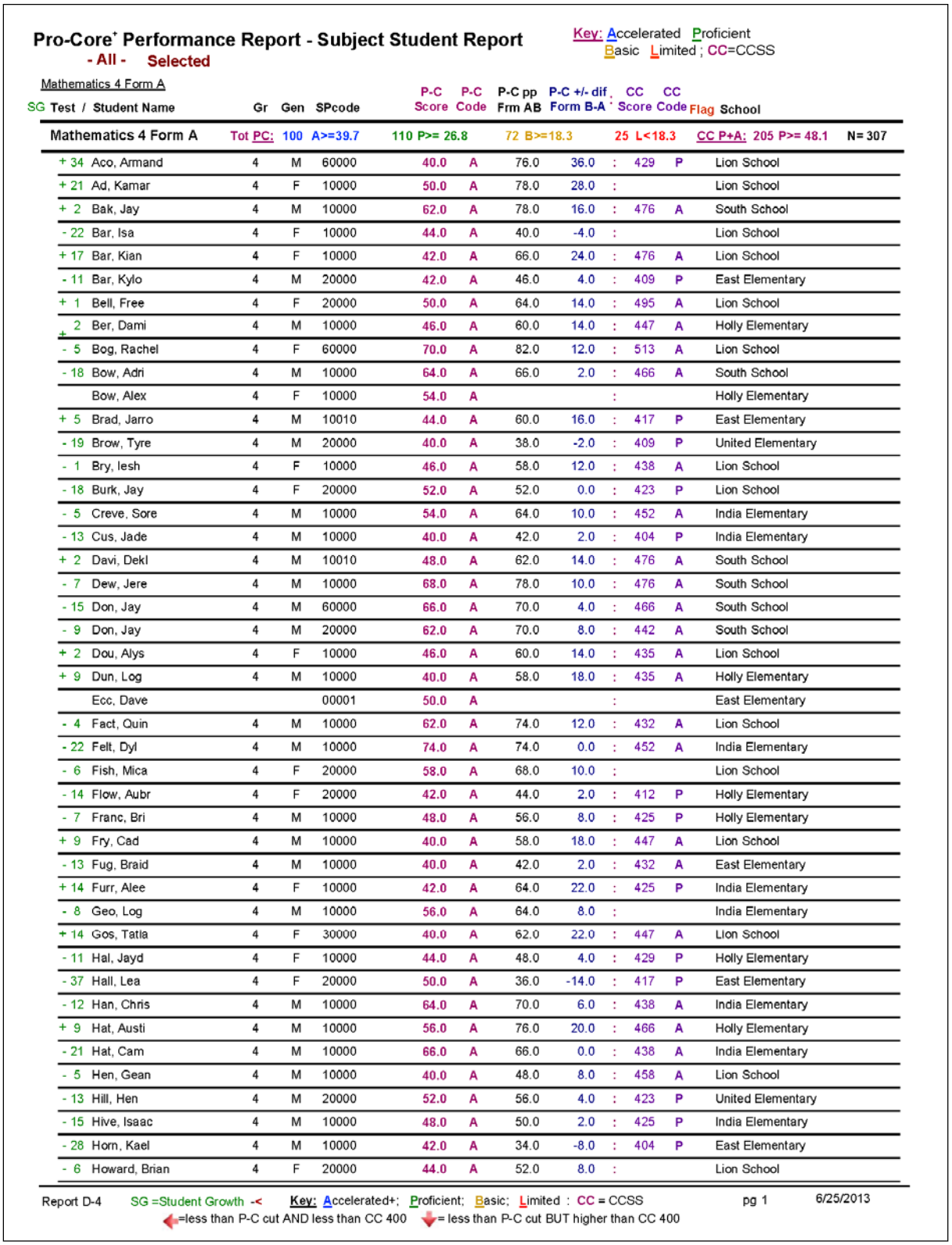
Key: Accelerated Proficient Basic Limited ; CC=CCSS

Mathematics 4 Form A

SG	Subject / TEACHER - Class #	Student Count	P-C Accelerated+ Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	:	CCSS P+A [pass] Count >=Cut%	School Code
	Mathematics 4 Form A	307	Tot PC: 100 A>=39.7	110 P>= 26.8	72 B>=18.3	25 L<18.3		CC P+A: 205 P>= 48.1	
	ANDREW *101*	24	4	12	6	2	:	18	DEMHOL
	BARN *141*	22	9	5	5	3	:	15	DEMHOL
	BERRY *161*	26	12	7	6	1	:	17	DEMIND
	BIG *101*	19	1	7	11	0	:	6	DEMUNI
	CANFIELD *181*	21	5	7	6	3	:	13	DEMIND
	DIX *141*	25	14	7	3	1	:	22	DEMLIO
	DIX *142*	25	12	12	1	0	:	20	DEMLIO
	DRU *141*	20	3	5	10	2	:	10	DEMUNI
	GREEN *121*	25	8	10	4	3	:	16	DEMEAS
	LEE *161*	24	5	7	7	5	:	14	DEMEAS
	LEVY *261*	25	11	12	2	0	:	19	DEMIND
	MARSH *203*	10	0	1	5	4	:		DEMHOL
	MORR *221*	16	7	5	3	1	:	11	DEMHOL
	RIDE *222*	25	9	13	3	0	:	24	DEMSOU

Report D-3 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 6/25/2013

#D-4 District Subjects Students Report (alpha sort, grouped by performance level code)
Shows the students at each performance level in each subject grade test in all schools. NCE difference scores shown below.



Pro-Core⁺ Performance Report - Subject Student Report
- All - Selected

Key: Accelerated Proficient Basic Limited ; CC=CCSS

Mathematics 4 Form A

SG	Test / Student Name	Gr	Gen	SPcode	P-C Score	P-C Code	P-C pp Frm AB	P-C +/- dif Form B-A		CC Score	CC Code	Flag	School
Mathematics 4 Form A		**Tot PC: 100**		**A>=39.7**	**110 P>= 26.8**		**72 B>=18.3**			**25 L<18.3**			**CC P+A: 205 P>= 48.1** **N= 307**
+ 34	Aco, Armand	4	M	60000	40.0	A	76.0	36.0	:	429	P		Lion School
+ 21	Ad, Kamar	4	F	10000	50.0	A	78.0	28.0	:				Lion School
+ 2	Bak, Jay	4	M	10000	62.0	A	78.0	16.0	:	476	A		South School
- 22	Bar, Isa	4	F	10000	44.0	A	40.0	-4.0	:				Lion School
+ 17	Bar, Kian	4	F	10000	42.0	A	66.0	24.0	:	476	A		Lion School
- 11	Bar, Kylo	4	M	20000	42.0	A	46.0	4.0	:	409	P		East Elementary
+ 1	Bell, Free	4	F	20000	50.0	A	64.0	14.0	:	495	A		Lion School
+ 2	Ber, Dami	4	M	10000	46.0	A	60.0	14.0	:	447	A		Holly Elementary
- 5	Bog, Rachel	4	F	60000	70.0	A	82.0	12.0	:	513	A		Lion School
- 18	Bow, Adri	4	M	10000	64.0	A	66.0	2.0	:	466	A		South School
	Bow, Alex	4	F	10000	54.0	A			:				Holly Elementary
+ 5	Brad, Jarro	4	M	10010	44.0	A	60.0	16.0	:	417	P		East Elementary
- 19	Brow, Tyre	4	M	20000	40.0	A	38.0	-2.0	:	409	P		United Elementary
- 1	Bry, Iesh	4	F	10000	46.0	A	58.0	12.0	:	438	A		Lion School
- 18	Burk, Jay	4	F	20000	52.0	A	52.0	0.0	:	423	P		Lion School
- 5	Creve, Sore	4	M	10000	54.0	A	64.0	10.0	:	452	A		India Elementary
- 13	Cus, Jade	4	M	10000	40.0	A	42.0	2.0	:	404	P		India Elementary
+ 2	Davi, Dekl	4	M	10010	48.0	A	62.0	14.0	:	476	A		South School
- 7	Dew, Jere	4	M	10000	68.0	A	78.0	10.0	:	476	A		South School
- 15	Don, Jay	4	M	60000	66.0	A	70.0	4.0	:	466	A		South School
- 9	Don, Jay	4	M	20000	62.0	A	70.0	8.0	:	442	A		South School
+ 2	Dou, Alys	4	F	10000	46.0	A	60.0	14.0	:	435	A		Lion School
+ 9	Dun, Log	4	M	10000	40.0	A	58.0	18.0	:	435	A		Holly Elementary
	Ecc, Dave			00001	50.0	A			:				East Elementary
- 4	Fact, Quin	4	M	10000	62.0	A	74.0	12.0	:	432	A		Lion School
- 22	Felt, Dyl	4	M	10000	74.0	A	74.0	0.0	:	452	A		India Elementary
- 6	Fish, Mica	4	F	20000	58.0	A	68.0	10.0	:				Lion School
- 14	Flow, Aubr	4	F	20000	42.0	A	44.0	2.0	:	412	P		Holly Elementary
- 7	Franc, Bri	4	M	10000	48.0	A	56.0	8.0	:	425	P		Holly Elementary
+ 9	Fry, Cad	4	M	10000	40.0	A	58.0	18.0	:	447	A		Lion School
- 13	Fug, Braid	4	M	10000	40.0	A	42.0	2.0	:	432	A		East Elementary
+ 14	Furr, Alee	4	F	10000	42.0	A	64.0	22.0	:	425	P		India Elementary
- 8	Geo, Log	4	M	10000	56.0	A	64.0	8.0	:				India Elementary
+ 14	Gos, Tatia	4	F	30000	40.0	A	62.0	22.0	:	447	A		Lion School
- 11	Hal, Jayd	4	F	10000	44.0	A	48.0	4.0	:	429	P		Holly Elementary
- 37	Hall, Lea	4	F	20000	50.0	A	36.0	-14.0	:	417	P		East Elementary
- 12	Han, Chris	4	M	10000	64.0	A	70.0	6.0	:	438	A		India Elementary
+ 9	Hat, Austi	4	M	10000	56.0	A	76.0	20.0	:	466	A		Holly Elementary
- 21	Hat, Cam	4	M	10000	66.0	A	66.0	0.0	:	438	A		India Elementary
- 5	Hen, Gean	4	M	10000	40.0	A	48.0	8.0	:	458	A		Lion School
- 13	Hill, Hen	4	M	20000	52.0	A	56.0	4.0	:	423	P		United Elementary
- 15	Hive, Isaac	4	M	10000	48.0	A	50.0	2.0	:	425	P		India Elementary
- 28	Horn, Kael	4	M	10000	42.0	A	34.0	-8.0	:	404	P		East Elementary
- 6	Howard, Brian	4	F	20000	44.0	A	52.0	8.0	:				Lion School

Report D-4 SG =Student Growth -< Key: Accelerated+; Proficient; Basic; Limited ; CC = CCSS pg 1 6/25/2013
<=less than P-C cut AND less than CC 400 = less than P-C cut BUT higher than CC 400

#D-5 District Classes Summary (1-2 pages)

Shows the number of students at each performance level with cut-scores in each teacher's subject grade class test in all schools. Growth scores shown with Form B assessments.

Pro-Core⁺ Performance Report - Class Summary — **Demo District**

- All - Selected

SG	TEACHER - Class #	Test Form	Student Count	P-C Accelerated Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	CCSS P+A [pass] Count >=Cut%	School Code
	ANDREW 101	Math4A	24	4 A>=39.7	12 P>= 26.8	6 B>= 18.3	2 L< 18.3	18 P>= 48.1	DEMHOL
	ANDREW 102	Read4A	23	3 A>=66.2	9 P>= 41.2	7 B>= 30.4	4 L< 30.4	10 P>= 46.9	DEMHOL
+ 5	ANDREW 105	Math4B	23	5 A>=57.0	9 P>= 38.5	8 B>= 26.2	1 L< 26.2	17 P>= 48.1	DEMHOL
+ 0	ANDREW 106	Read4B	23	4 A>=65.1	5 P>= 40.5	10 B>= 29.9	4 L< 29.9	10 P>= 46.9	DEMHOL
	ANKER 101	Read6A	27	0 A>=88.2	10 P>= 50.0	8 B>= 32.3	9 L< 32.3	8 P>= 34.7	DEMNOR
+ 0	ANKER 105	Math6B	23	1 A>=57.4	3 P>= 39.6	8 B>= 29.7	11 L< 29.7	2 P>= 40.0	DEMNOR
- 3	ANKER 108	Read6B	23	0 A>=96.5	1 P>= 54.7	15 B>= 35.4	7 L< 35.4	6 P>= 34.7	DEMNOR
	BARN 141	Math4A	22	9 A>=39.7	5 P>= 26.8	5 B>= 18.3	3 L< 18.3	15 P>= 48.1	DEMHOL
	BARN 142	Read4A	18	4 A>=66.2	8 P>= 41.2	3 B>= 30.4	3 L< 30.4	9 P>= 46.9	DEMHOL
+ 5	BARN 145	Math4B	23	7 A>=57.0	9 P>= 38.5	6 B>= 26.2	1 L< 26.2	15 P>= 48.1	DEMHOL
- 1	BARN 146	Read4B	22	3 A>=65.1	9 P>= 40.5	6 B>= 29.9	4 L< 29.9	10 P>= 46.9	DEMHOL
	BERRY 161	Math4A	26	12 A>=39.7	7 P>= 26.8	6 B>= 18.3	1 L< 18.3	17 P>= 48.1	DEMIND
	BERRY 162	Read4A	26	7 A>=66.2	15 P>= 41.2	1 B>= 30.4	3 L< 30.4	17 P>= 46.9	DEMIND
- 7	BERRY 165	Math4B	26	6 A>=57.0	10 P>= 38.5	7 B>= 26.2	3 L< 26.2	17 P>= 48.1	DEMIND
+ 0	BERRY 166	Read4B	26	7 A>=65.1	11 P>= 40.5	5 B>= 29.9	3 L< 29.9	17 P>= 46.9	DEMIND
	BIC 122	Read6A	24	1 A>=88.2	13 P>= 50.0	5 B>= 32.3	5 L< 32.3	14 P>= 34.7	DEMNOR
+ 2	BIC 125	Math6B	25	4 A>=57.4	10 P>= 39.6	8 B>= 29.7	3 L< 29.7	13 P>= 40.0	DEMNOR
+12	BIC 128	Read6B	25	0 A>=96.5	18 P>= 54.7	7 B>= 35.4	0 L< 35.4	14 P>= 34.7	DEMNOR
	BIG 101	Math4A	19	1 A>=39.7	7 P>= 26.8	11 B>= 18.3	0 L< 18.3	6 P>= 48.1	DEMUNI
	BIG 102	Read4A	19	2 A>=66.2	6 P>= 41.2	4 B>= 30.4	7 L< 30.4	5 P>= 46.9	DEMUNI
+ 6	BIG 105	Math4B	19	3 A>=57.0	5 P>= 38.5	8 B>= 26.2	3 L< 26.2	5 P>= 48.1	DEMUNI
+ 5	BIG 106	Read4B	19	3 A>=65.1	5 P>= 40.5	10 B>= 29.9	1 L< 29.9	4 P>= 46.9	DEMUNI
	BOLE 142	Read6A	26	0 A>=88.2	11 P>= 50.0	6 B>= 32.3	9 L< 32.3	9 P>= 34.7	DEMNOR
	BOLE 143	Math6A	25	1 A>=47.1	7 P>= 32.5	13 B>= 24.4	4 L< 24.4	1 P>= 40.0	DEMNOR
	BOLE 144	Math6A	26	6 A>=47.1	9 P>= 32.5	8 B>= 24.4	3 L< 24.4	6 P>= 40.0	DEMNOR
	BOLE 145	Math6A	27	2 A>=47.1	8 P>= 32.5	11 B>= 24.4	6 L< 24.4	4 P>= 40.0	DEMNOR
+ 0	BOLE 146	Math6B	24	0 A>=57.4	10 P>= 39.6	7 B>= 29.7	7 L< 29.7	1 P>= 40.0	DEMNOR
+ 0	BOLE 149	Read6B	25	0 A>=96.5	7 P>= 54.7	12 B>= 35.4	6 L< 35.4	9 P>= 34.7	DEMNOR
	BYR 161	Read5A	23	3 A>=68.6	7 P>= 44.0	8 B>= 35.2	5 L< 35.2	9 P>= 51.0	DEMNOR
-10	BYR 166	Read5B	25	4 A>=70.8	6 P>= 45.4	5 B>= 36.3	10 L< 36.3	9 P>= 51.0	DEMNOR
	CANFI 181	Math4A	21	5 A>=39.7	7 P>= 26.8	6 B>= 18.3	3 L< 18.3	13 P>= 48.1	DEMIND
	CANFI 182	Read4A	21	3 A>=66.2	9 P>= 41.2	6 B>= 30.4	3 L< 30.4	12 P>= 46.9	DEMIND
+ 1	CANFI 185	Math4B	22	3 A>=57.0	10 P>= 38.5	4 B>= 26.2	5 L< 26.2	12 P>= 48.1	DEMIND
- 3	CANFI 186	Read4B	22	2 A>=65.1	11 P>= 40.5	4 B>= 29.9	5 L< 29.9	11 P>= 46.9	DEMIND
	DIX 141	Math4A	25	14 A>=39.7	7 P>= 26.8	3 B>= 18.3	1 L< 18.3	22 P>= 48.1	DEMLIO
	DIX 142	Math4A	25	12 A>=39.7	12 P>= 26.8	1 B>= 18.3	0 L< 18.3	20 P>= 48.1	DEMLIO
+ 3	DIX 145	Math4B	24	10 A>=57.0	11 P>= 38.5	2 B>= 26.2	1 L< 26.2	19 P>= 48.1	DEMLIO
+ 8	DIX 146	Math4B	25	14 A>=57.0	10 P>= 38.5	1 B>= 26.2	0 L< 26.2	22 P>= 48.1	DEMLIO
	DRU 141	Math4A	20	3 A>=39.7	5 P>= 26.8	10 B>= 18.3	2 L< 18.3	10 P>= 48.1	DEMUNI
	DRU 142	Read4A	20	0 A>=66.2	9 P>= 41.2	9 B>= 30.4	2 L< 30.4	6 P>= 46.9	DEMUNI
+ 1	DRU 145	Math4B	18	1 A>=57.0	7 P>= 38.5	9 B>= 26.2	1 L< 26.2	10 P>= 48.1	DEMUNI
+ 0	DRU 146	Read4B	18	2 A>=65.1	7 P>= 40.5	5 B>= 29.9	4 L< 29.9	6 P>= 46.9	DEMUNI
	FIN 181	Math5A	24	7 A>=45.0	6 P>= 33.1	7 B>= 23.8	4 L< 23.8	11 P>= 48.1	DEMNOR

Report D-5 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 6/25/2013

#D-6 District Classes Students Report (alpha sort, grouped by performance level code)
Shows the students at each performance level in each teacher's subject grade class test in all schools. Growth scores shown with Form B assessments.

Pro-Core+ Performance Report - Class Student Report

Form B Selected

Holly Elementary

Key: Accelerated Proficient Basic Limited ; CC=CCSS

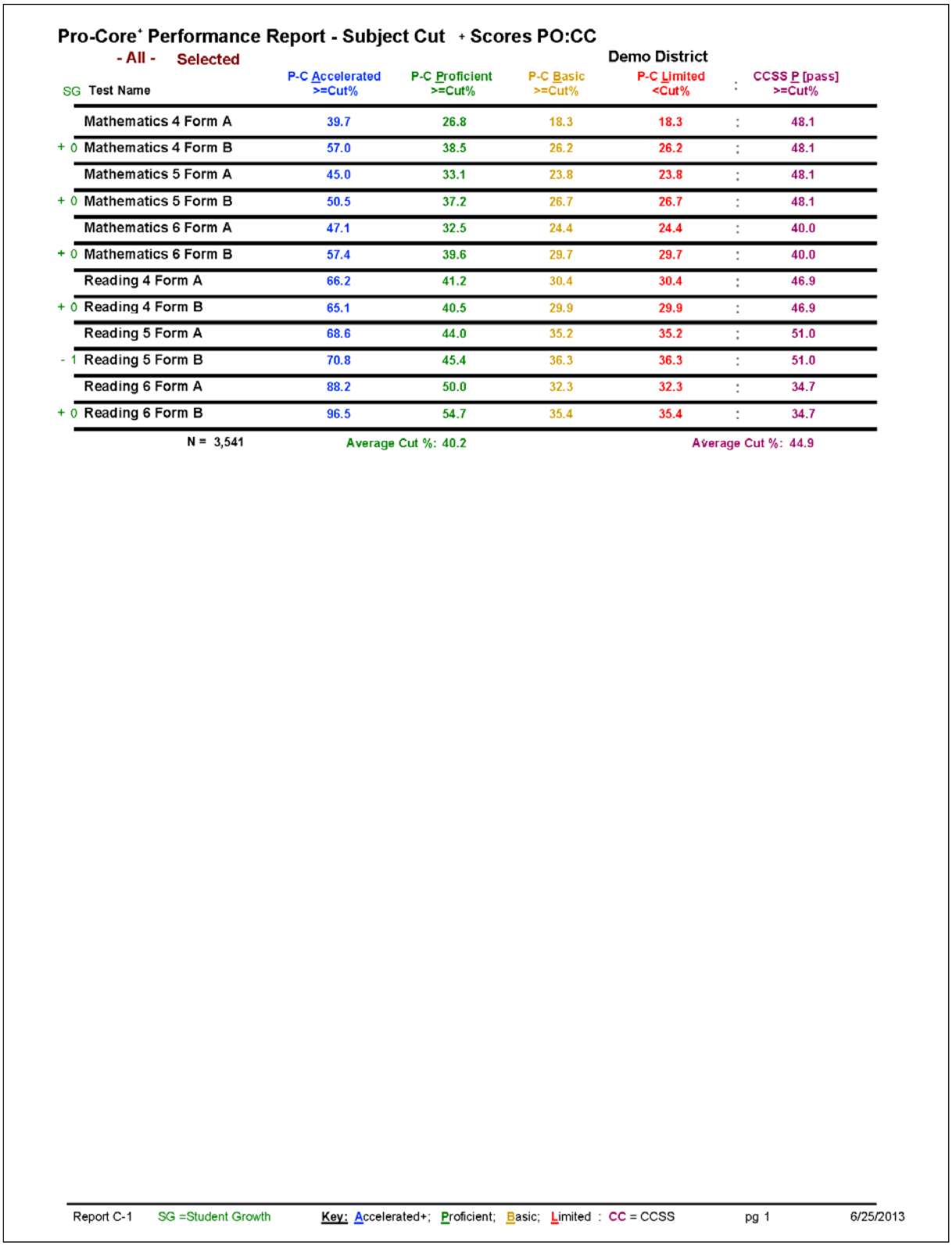
TEACHER - Class#	+BARD	Alg1B				P-C	P-C	A / B	P-C +/- dif		CC	CC		
SGS	Student Name	Gr	Gen	SPcode		av%	Code	av%	Form B-A		Score	Code	Flag	School
+1 BARD 165	Alg1B	Tot PO:	8	A>=53.8		9 P>= 36.4		2 B>=24.7			0 L<24.7		OH P+A:	13 P>= N= 19
+ 0	Chez, Maley	9	F	30000		60.0	A	44.0	16.0	:	429	A		Holly Elementary
+ 0	Ess, Soren	9	M	10000		74.0	A	54.0	20.0	:	452	A		Holly Elementary
+ 0	Nan, Taylor	9	F	10000		64.0	A	46.0	18.0	:	423	P		Holly Elementary
+ 1	Sand, Chelse	9	F	10000		66.0	A	40.0	26.0	:	432	A		Holly Elementary
+ 1	Son, Deva	9	F	20000		64.0	A	36.0	28.0	:	432	A		Holly Elementary
+ 0	Vage, Dala	9	F	60000		68.0	A	50.0	18.0	:	429	A		Holly Elementary
- 0	Icks, Isa	9	M	10000		60.0	A	48.0	12.0	:	425	P		Holly Elementary
- 0	Smythe, Carol	9	F	10000		56.0	A	44.0	12.0	:	423	P		Holly Elementary
+ 1	Akley, Collin	9	M	10010 D		40.0	P	10.0	30.0	:	353	L		Holly Elementary
+ 1	Alto, Camren	9	M	10000		42.0	P	22.0	20.0	:	394	B		Holly Elementary
+ 1	Bard, Jada	9	F	60000		46.0	P	20.0	26.0	:	382	L		Holly Elementary
+ 0	Ento, India	9	F	20000		42.0	P	26.0	16.0	:	417	P		Holly Elementary
+ 1	Finn, Maka	9	F	10000		48.0	P	24.0	24.0	:	402	P		Holly Elementary
+ 0	Hinkel, Kayla	9	F	60000		50.0	P	34.0	16.0	:	402	P		Holly Elementary
+ 1	Mill, Kailey	9	F	10000		48.0	P	24.0	24.0	:	384	B		Holly Elementary
+ 1	Pet, Hanic	9	F	20000		50.0	P	26.0	24.0	:	387	B		Holly Elementary
+ 0	Wind, Richard	9	M	60000		48.0	P	34.0	14.0	:	407	P		Holly Elementary
- 1	Ward, Aijiah	9	F	20000		34.0	B <	44.0	-10.0	:	387	B	↓	Holly Elementary
- 1	Wens, Elsee	9	F	10000		32.0	B <	36.0	-4.0	:	423	P	↓	Holly Elementary
+1 BARD 166	Read9B	Tot PO:	8	A>=67.5		10 P>= 41.9		3 B>=31.0			0 L<31.0		OH P+A:	16 P>= 42.7 N= 21
+ 0	Ess, Soren	9	M	10000		94.0	A	82.0	12.0	:	439	A		Holly Elementary
+ 0	Hinkel, Kayla	9	F	60000		76.0	A	64.0	12.0	:	423	P		Holly Elementary
+ 0	Johns, Sean	9	M	60000		92.0	A	84.0	8.0	:	435	A		Holly Elementary
+ 0	Nan, Taylor	9	F	10000		74.0	A	64.0	10.0	:	429	A		Holly Elementary
+ 1	Sand, Chelse	9	F	10000		88.0	A	68.0	20.0	:	435	A		Holly Elementary
+ 1	Smythe, Carol	9	F	10000		76.0	A	62.0	14.0	:	413	P		Holly Elementary
+ 1	Vage, Dala	9	F	60000		74.0	A	60.0	14.0	:	426	P		Holly Elementary
- 0	Hane, Christopher	9	M	10000		86.0	A	86.0	0.0	:	470	A		Holly Elementary
+ 1	Akley, Collin	9	M	10010 D		42.0	P	26.0	16.0	:	381	L		Holly Elementary
+ 0	Alto, Camren	9	M	10000		46.0	P	46.0	0.0	:	401	P		Holly Elementary
+ 0	Chez, Maley	9	F	30000		46.0	P	44.0	2.0	:	405	P		Holly Elementary
+ 2	Ento, India	9	F	20000		58.0	P	20.0	38.0	:	405	P		Holly Elementary
+ 0	Finn, Maka	9	F	10000		52.0	P	46.0	6.0	:	410	P		Holly Elementary
+ 1	Icks, Isa	9	M	10000		52.0	P	36.0	16.0	:	401	P		Holly Elementary
+ 1	Mill, Kailey	9	F	10000		66.0	P	48.0	18.0	:	415	P		Holly Elementary
+ 1	Peta, Hanic	9	F	20000		58.0	P	46.0	12.0	:	398	B		Holly Elementary
+ 0	Wilson, Deva	9	F	20000		62.0	P	60.0	2.0	:	401	P		Holly Elementary
- 1	Wens, Elsee	9	F	10000		42.0	P	66.0	-24.0	:	415	P		Holly Elementary
+ 1	Bard, Jada	9	F	60000		38.0	B	24.0	14.0	:	389	B	←	Holly Elementary
- 0	Ward, Aijiah	9	F	20000		38.0	B <	48.0	-10.0	:	386	B	←	Holly Elementary

SGS =Standardized Growth Score -< Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 11/29/2014

Report D-6 ← =less than P-C cut AND less than CC 400 ↓ = less than P-C cut BUT higher than CC 400

#C-1 Cut Scores Report (1 page)

Shows passing cut-scores for state tests and matching performance level cut-scores for the Pro-Core Tests. Growth scores shown with Form B assessments.



Pro-Core+ Performance Report - Subject Cut + Scores PO:CC

- All - Selected

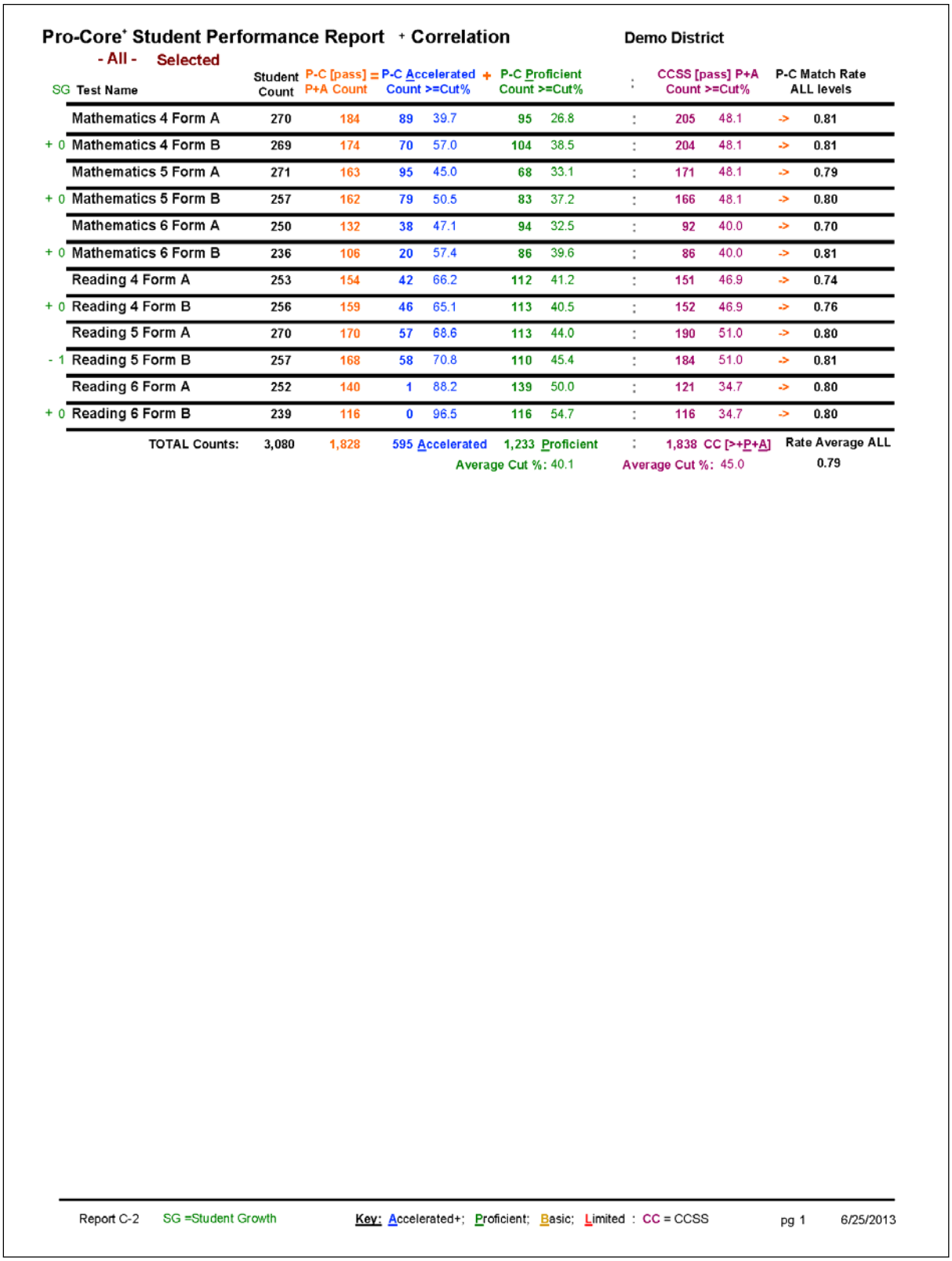
Demo District

SG	Test Name	P-C Accelerated >=Cut%	P-C Proficient >=Cut%	P-C Basic >=Cut%	P-C Limited <Cut%	:	CCSS P [pass] >=Cut%
	Mathematics 4 Form A	39.7	26.8	18.3	18.3	:	48.1
+ 0	Mathematics 4 Form B	57.0	38.5	26.2	26.2	:	48.1
	Mathematics 5 Form A	45.0	33.1	23.8	23.8	:	48.1
+ 0	Mathematics 5 Form B	50.5	37.2	26.7	26.7	:	48.1
	Mathematics 6 Form A	47.1	32.5	24.4	24.4	:	40.0
+ 0	Mathematics 6 Form B	57.4	39.6	29.7	29.7	:	40.0
	Reading 4 Form A	66.2	41.2	30.4	30.4	:	46.9
+ 0	Reading 4 Form B	65.1	40.5	29.9	29.9	:	46.9
	Reading 5 Form A	68.6	44.0	35.2	35.2	:	51.0
- 1	Reading 5 Form B	70.8	45.4	36.3	36.3	:	51.0
	Reading 6 Form A	88.2	50.0	32.3	32.3	:	34.7
+ 0	Reading 6 Form B	96.5	54.7	35.4	35.4	:	34.7
	N = 3,541		Average Cut %: 40.2				Average Cut %: 44.9

Report C-1 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 6/25/2013

#C-2 Correlations Report (1 page)

Shows correlations between each Pro-Core subject grade test and the state tests with a Pro-Core "match rate" number. Growth scores shown with Form B assessments.



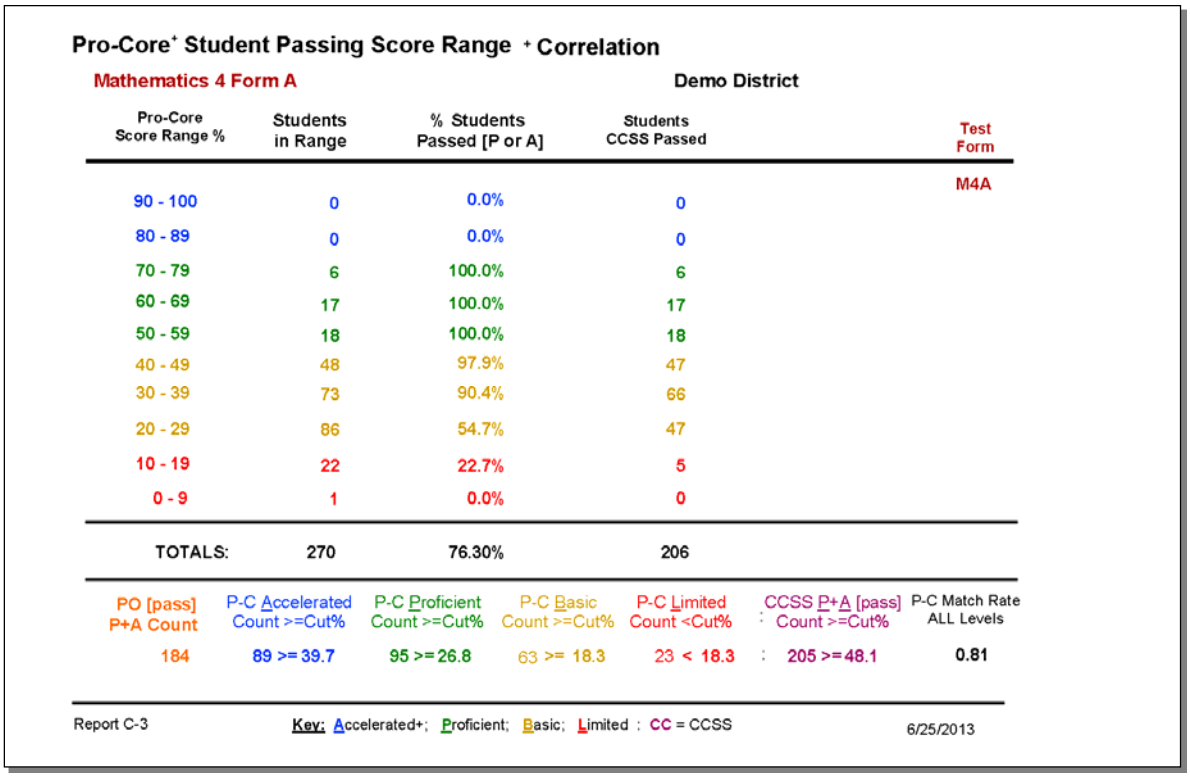
Pro-Core⁺ Student Performance Report ⁺ Correlation — Demo District

- All - Selected

SG	Test Name	Student Count	P-C [pass] = P+A Count	P-C Accelerated + Count >=Cut%		P-C Proficient Count >=Cut%		:	CCSS [pass] P+A Count >=Cut%			P-C Match Rate ALL levels
	Mathematics 4 Form A	270	184	89	39.7	95	26.8	:	205	48.1	->	0.81
+ 0	Mathematics 4 Form B	269	174	70	57.0	104	38.5	:	204	48.1	->	0.81
	Mathematics 5 Form A	271	163	95	45.0	68	33.1	:	171	48.1	->	0.79
+ 0	Mathematics 5 Form B	257	162	79	50.5	83	37.2	:	166	48.1	->	0.80
	Mathematics 6 Form A	250	132	38	47.1	94	32.5	:	92	40.0	->	0.70
+ 0	Mathematics 6 Form B	236	106	20	57.4	86	39.6	:	86	40.0	->	0.81
	Reading 4 Form A	253	154	42	66.2	112	41.2	:	151	46.9	->	0.74
+ 0	Reading 4 Form B	256	159	46	65.1	113	40.5	:	152	46.9	->	0.76
	Reading 5 Form A	270	170	57	68.6	113	44.0	:	190	51.0	->	0.80
- 1	Reading 5 Form B	257	168	58	70.8	110	45.4	:	184	51.0	->	0.81
	Reading 6 Form A	252	140	1	88.2	139	50.0	:	121	34.7	->	0.80
+ 0	Reading 6 Form B	239	116	0	96.5	116	54.7	:	116	34.7	->	0.80
	TOTAL Counts:	3,080	1,828	595 Accelerated		1,233 Proficient		:	1,838 CC [>+P+A]			Rate Average ALL
						Average Cut %: 40.1			Average Cut %: 45.0			0.79

Report C-2 SG =Student Growth Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS pg 1 6/25/2013

#C-3 Passing Score Range Report (1 page for each subject and form)
Shows the correlation between the score range intervals on the Pro-Core tests and students passing the state tests.



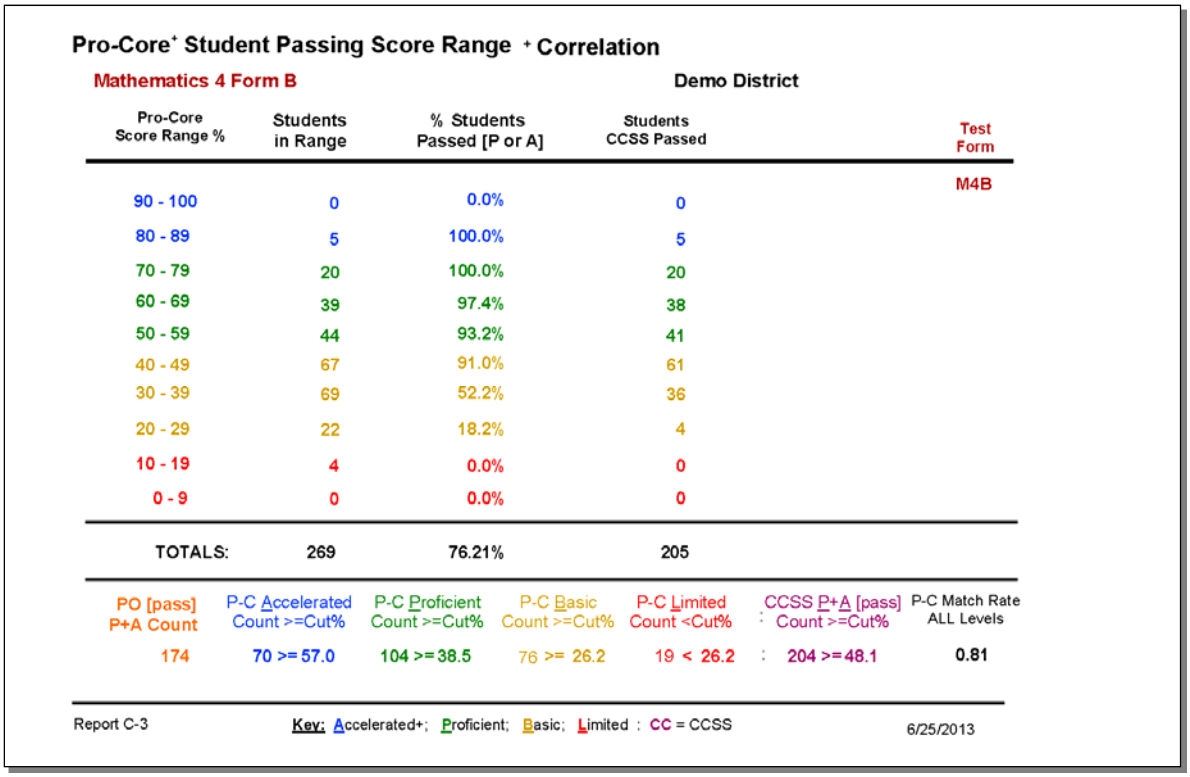
Pro-Core⁺ Student Passing Score Range ⁺ Correlation

Mathematics 4 Form A — **Demo District**

Pro-Core Score Range %	Students in Range	% Students Passed [P or A]	Students CCSS Passed	Test Form
				M4A
90 - 100	0	0.0%	0	
80 - 89	0	0.0%	0	
70 - 79	6	100.0%	6	
60 - 69	17	100.0%	17	
50 - 59	18	100.0%	18	
40 - 49	48	97.9%	47	
30 - 39	73	90.4%	66	
20 - 29	86	54.7%	47	
10 - 19	22	22.7%	5	
0 - 9	1	0.0%	0	
TOTALS:	270	76.30%	206	

PO [pass] P+A Count	P-C Accelerated Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	:	CCSS P+A [pass] Count >=Cut%	P-C Match Rate ALL Levels
184	89 >= 39.7	95 >= 26.8	63 >= 18.3	23 < 18.3	:	205 >= 48.1	0.81

Report C-3 — Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS — 6/25/2013



Pro-Core⁺ Student Passing Score Range ⁺ Correlation

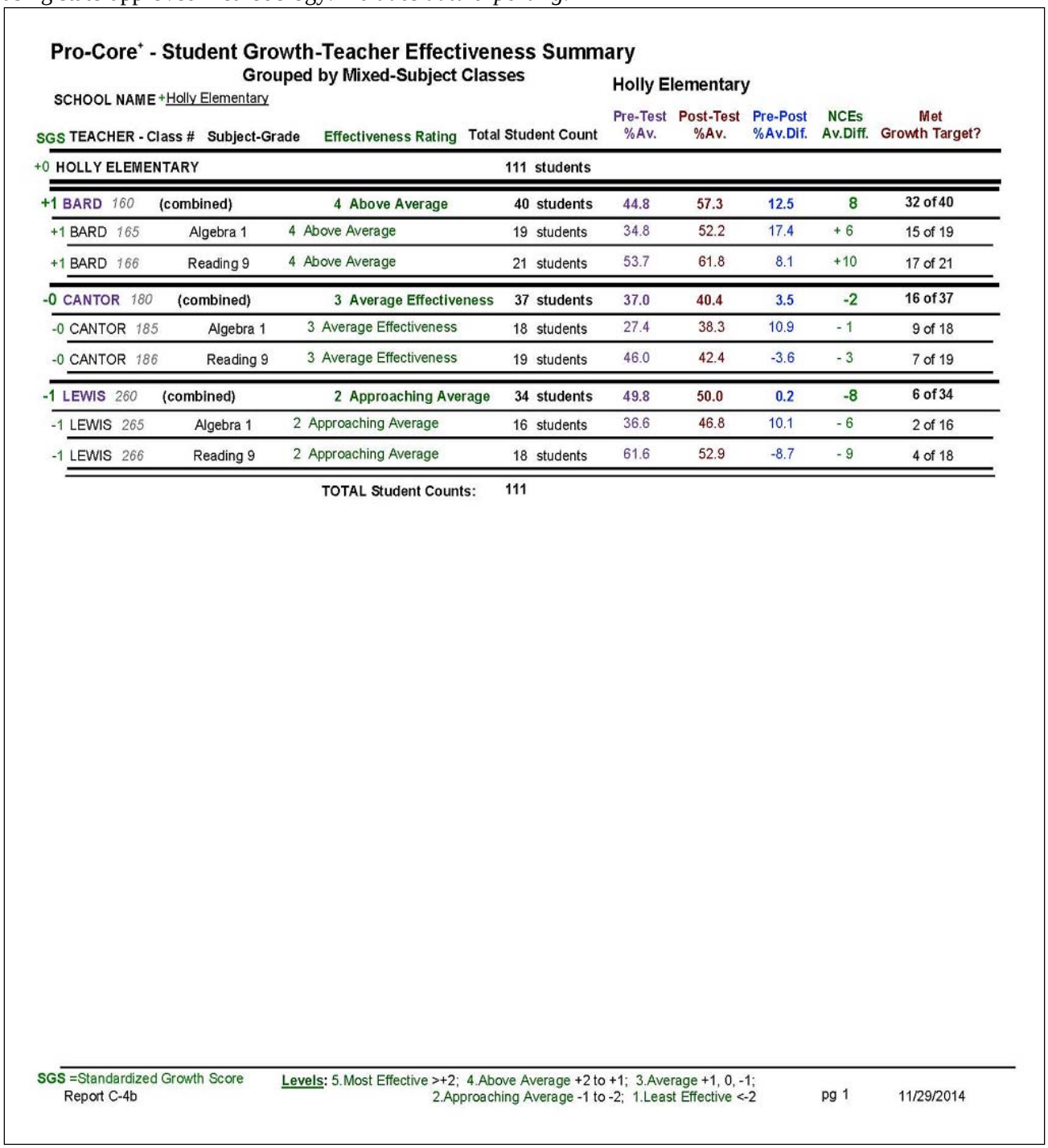
Mathematics 4 Form B — **Demo District**

Pro-Core Score Range %	Students in Range	% Students Passed [P or A]	Students CCSS Passed	Test Form
				M4B
90 - 100	0	0.0%	0	
80 - 89	5	100.0%	5	
70 - 79	20	100.0%	20	
60 - 69	39	97.4%	38	
50 - 59	44	93.2%	41	
40 - 49	67	91.0%	61	
30 - 39	69	52.2%	36	
20 - 29	22	18.2%	4	
10 - 19	4	0.0%	0	
0 - 9	0	0.0%	0	
TOTALS:	269	76.21%	205	

PO [pass] P+A Count	P-C Accelerated Count >=Cut%	P-C Proficient Count >=Cut%	P-C Basic Count >=Cut%	P-C Limited Count <Cut%	:	CCSS P+A [pass] Count >=Cut%	P-C Match Rate ALL Levels
174	70 >= 57.0	104 >= 38.5	76 >= 26.2	19 < 26.2	:	204 >= 48.1	0.81

Report C-3 — Key: Accelerated+; Proficient; Basic; Limited : CC = CCSS — 6/25/2013

#C-4 Student Growth-Teacher Effectiveness (SG-TE) Summary (1-2 pages per school)
Shows teacher-class NCE Standardized Growth Score averages with Teacher Effectiveness ratings using state-approved methodology. *Includes data exporting.*



Pro-Core⁺ - Student Growth-Teacher Effectiveness Summary

Grouped by Mixed-Subject Classes

Holly Elementary

SCHOOL NAME +Holly Elementary

SGS	TEACHER - Class #	Subject-Grade	Effectiveness Rating	Total Student Count	Pre-Test %Av.	Post-Test %Av.	Pre-Post %Av.Dif.	NCEs Av.Diff.	Met Growth Target?
+0	HOLLY ELEMENTARY			111 students					
+1	BARD 160	(combined)	4 Above Average	40 students	44.8	57.3	12.5	8	32 of 40
+1	BARD 165	Algebra 1	4 Above Average	19 students	34.8	52.2	17.4	+ 6	15 of 19
+1	BARD 166	Reading 9	4 Above Average	21 students	53.7	61.8	8.1	+10	17 of 21
-0	CANTOR 180	(combined)	3 Average Effectiveness	37 students	37.0	40.4	3.5	-2	16 of 37
-0	CANTOR 185	Algebra 1	3 Average Effectiveness	18 students	27.4	38.3	10.9	- 1	9 of 18
-0	CANTOR 186	Reading 9	3 Average Effectiveness	19 students	46.0	42.4	-3.6	- 3	7 of 19
-1	LEWIS 260	(combined)	2 Approaching Average	34 students	49.8	50.0	0.2	-8	6 of 34
-1	LEWIS 265	Algebra 1	2 Approaching Average	16 students	36.6	46.8	10.1	- 6	2 of 16
-1	LEWIS 266	Reading 9	2 Approaching Average	18 students	61.6	52.9	-8.7	- 9	4 of 18
			TOTAL Student Counts:	111					

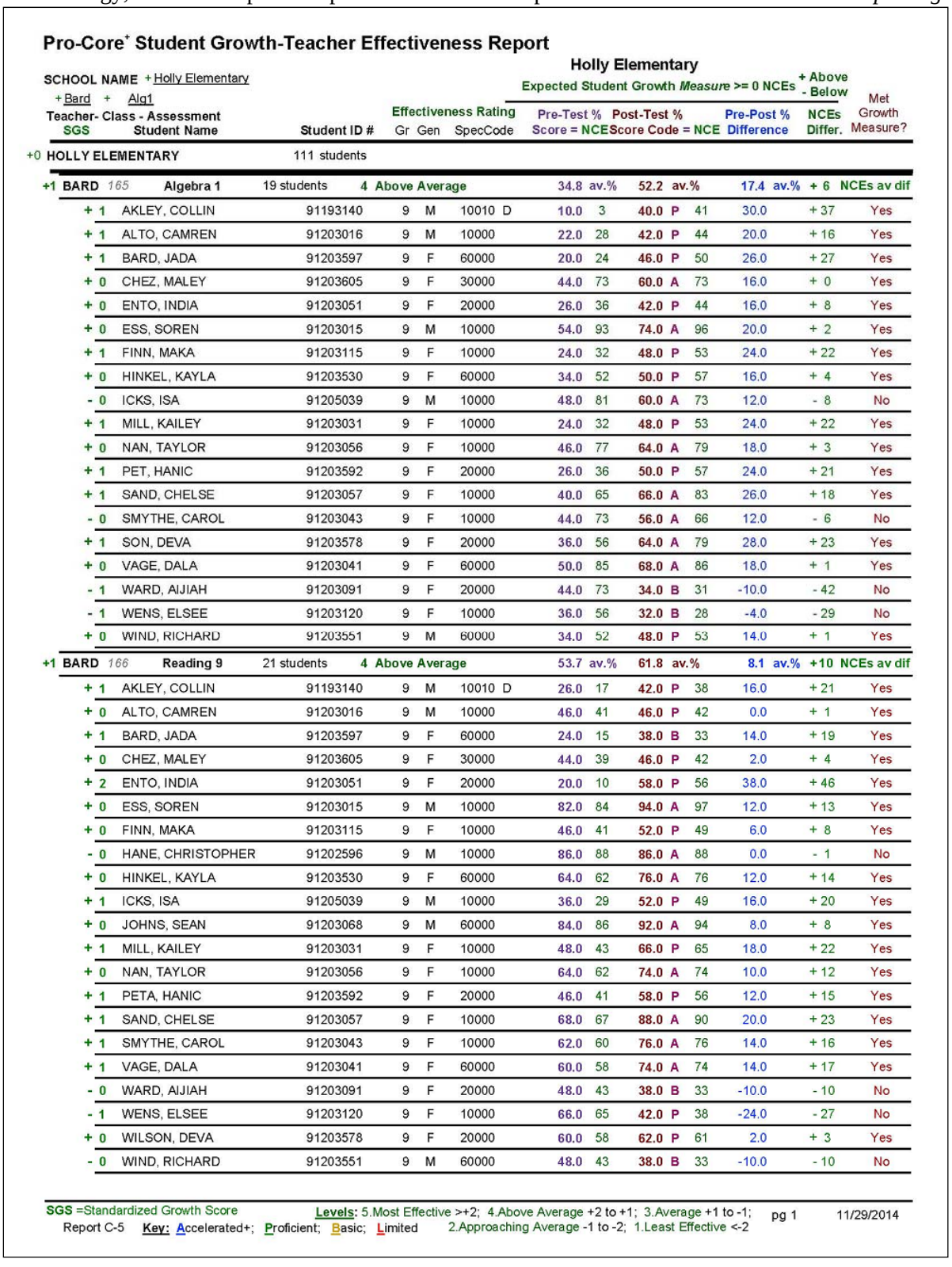
SGS =Standardized Growth Score
Report C-4b

Levels: 5.Most Effective >+2; 4.Above Average +2 to +1; 3.Average +1, 0, -1; 2.Approaching Average -1 to -2; 1.Least Effective <-2

pg 1 11/29/2014

#C-5 Student Growth-Teacher Effectiveness (SG-TE) Reports (alpha sort, grouped by teacher classes)

Shows NCE Standardized Growth Scores with Teacher Effectiveness ratings using state-approved methodology, and student pre- and post-tests scores with performance codes. *Includes data exporting.*



Pro-Core⁺ Student Growth-Teacher Effectiveness Report

Holly Elementary

SCHOOL NAME + Holly Elementary

+ Bard + Alg1

Expected Student Growth *Measure* >= 0 NCEs

SGS	Teacher- Class - Assessment / Student Name	Student ID #	Effectiveness Rating Gr	Gen	SpecCode	Pre-Test % Score = NCE		Post-Test % Score Code = NCE		Pre-Post % Difference	+ Above - Below NCEs Differ.	Met Growth Measure?
+0	**HOLLY ELEMENTARY**	111 students										
+1	**BARD** *165* **Algebra 1**	19 students	**4 Above Average**			**34.8**	**av.%**	**52.2**	**av.%**	**17.4 av.%**	**+ 6**	**NCEs av dif**
+ 1	AKLEY, COLLIN	91193140	9	M	10010 D	10.0	3	40.0 P	41	30.0	+ 37	Yes
+ 1	ALTO, CAMREN	91203016	9	M	10000	22.0	28	42.0 P	44	20.0	+ 16	Yes
+ 1	BARD, JADA	91203597	9	F	60000	20.0	24	46.0 P	50	26.0	+ 27	Yes
+ 0	CHEZ, MALEY	91203605	9	F	30000	44.0	73	60.0 A	73	16.0	+ 0	Yes
+ 0	ENTO, INDIA	91203051	9	F	20000	26.0	36	42.0 P	44	16.0	+ 8	Yes
+ 0	ESS, SOREN	91203015	9	M	10000	54.0	93	74.0 A	96	20.0	+ 2	Yes
+ 1	FINN, MAKA	91203115	9	F	10000	24.0	32	48.0 P	53	24.0	+ 22	Yes
+ 0	HINKEL, KAYLA	91203530	9	F	60000	34.0	52	50.0 P	57	16.0	+ 4	Yes
- 0	ICKS, ISA	91205039	9	M	10000	48.0	81	60.0 A	73	12.0	- 8	No
+ 1	MILL, KAILEY	91203031	9	F	10000	24.0	32	48.0 P	53	24.0	+ 22	Yes
+ 0	NAN, TAYLOR	91203056	9	F	10000	46.0	77	64.0 A	79	18.0	+ 3	Yes
+ 1	PET, HANIC	91203592	9	F	20000	26.0	36	50.0 P	57	24.0	+ 21	Yes
+ 1	SAND, CHELSE	91203057	9	F	10000	40.0	65	66.0 A	83	26.0	+ 18	Yes
- 0	SMYTHE, CAROL	91203043	9	F	10000	44.0	73	56.0 A	66	12.0	- 6	No
+ 1	SON, DEVA	91203578	9	F	20000	36.0	56	64.0 A	79	28.0	+ 23	Yes
+ 0	VAGE, DALA	91203041	9	F	60000	50.0	85	68.0 A	86	18.0	+ 1	Yes
- 1	WARD, AIJIAH	91203091	9	F	20000	44.0	73	34.0 B	31	-10.0	- 42	No
- 1	WENS, ELSEE	91203120	9	F	10000	36.0	56	32.0 B	28	-4.0	- 29	No
+ 0	WIND, RICHARD	91203551	9	M	60000	34.0	52	48.0 P	53	14.0	+ 1	Yes
+1	**BARD** *166* **Reading 9**	21 students	**4 Above Average**			**53.7**	**av.%**	**61.8**	**av.%**	**8.1 av.%**	**+10**	**NCEs av dif**
+ 1	AKLEY, COLLIN	91193140	9	M	10010 D	26.0	17	42.0 P	38	16.0	+ 21	Yes
+ 0	ALTO, CAMREN	91203016	9	M	10000	46.0	41	46.0 P	42	0.0	+ 1	Yes
+ 1	BARD, JADA	91203597	9	F	60000	24.0	15	38.0 B	33	14.0	+ 19	Yes
+ 0	CHEZ, MALEY	91203605	9	F	30000	44.0	39	46.0 P	42	2.0	+ 4	Yes
+ 2	ENTO, INDIA	91203051	9	F	20000	20.0	10	58.0 P	56	38.0	+ 46	Yes
+ 0	ESS, SOREN	91203015	9	M	10000	82.0	84	94.0 A	97	12.0	+ 13	Yes
+ 0	FINN, MAKA	91203115	9	F	10000	46.0	41	52.0 P	49	6.0	+ 8	Yes
- 0	HANE, CHRISTOPHER	91202596	9	M	10000	86.0	88	86.0 A	88	0.0	- 1	No
+ 0	HINKEL, KAYLA	91203530	9	F	60000	64.0	62	76.0 A	76	12.0	+ 14	Yes
+ 1	ICKS, ISA	91205039	9	M	10000	36.0	29	52.0 P	49	16.0	+ 20	Yes
+ 0	JOHNS, SEAN	91203068	9	M	60000	84.0	86	92.0 A	94	8.0	+ 8	Yes
+ 1	MILL, KAILEY	91203031	9	F	10000	48.0	43	66.0 P	65	18.0	+ 22	Yes
+ 0	NAN, TAYLOR	91203056	9	F	10000	64.0	62	74.0 A	74	10.0	+ 12	Yes
+ 1	PETA, HANIC	91203592	9	F	20000	46.0	41	58.0 P	56	12.0	+ 15	Yes
+ 1	SAND, CHELSE	91203057	9	F	10000	68.0	67	88.0 A	90	20.0	+ 23	Yes
+ 1	SMYTHE, CAROL	91203043	9	F	10000	62.0	60	76.0 A	76	14.0	+ 16	Yes
+ 1	VAGE, DALA	91203041	9	F	60000	60.0	58	74.0 A	74	14.0	+ 17	Yes
- 0	WARD, AIJIAH	91203091	9	F	20000	48.0	43	38.0 B	33	-10.0	- 10	No
- 1	WENS, ELSEE	91203120	9	F	10000	66.0	65	42.0 P	38	-24.0	- 27	No
+ 0	WILSON, DEVA	91203578	9	F	20000	60.0	58	62.0 P	61	2.0	+ 3	Yes
- 0	WIND, RICHARD	91203551	9	M	60000	48.0	43	38.0 B	33	-10.0	- 10	No

SGS =Standardized Growth Score

Levels: 5.Most Effective >+2; 4.Above Average +2 to +1; 3.Average +1 to -1; 2.Approaching Average -1 to -2; 1.Least Effective <-2

Report C-5 **Key:** Accelerated+; Proficient; Basic; Limited

pg 1 11/29/2014

#C-6 Student Learning Objectives (SLO) Target Report (1-2 pages per school)
Shows student pre-test scores, performance codes, and LEA-determined target growth increases and Growth Target scores.

Pro-Core+ Student Learning Objectives (SLO) Targets Report

- All - Selected

SCHOOL NAME Mayberry Middle Sch

Class / Test Hunt1 Sci7a

Student Name	Count	Gr	Gen	SpecCode		Pre-Test Score - Code	Growth Increase	Growth Target	x
MAYBERRY MIDDLE SCH	**431 students**								
HUNT1 *201* **Sci7A**	**21 students**				NCE	43.4 av.%	2.8 av.%	46.2 av.%	
Behymer, Cherish		7	F	00000	52	37.0 A	3.1	40.2	
Benzing, Brandon		7	M	00000	99	63.0 A	1.9	64.8	
Chandler, Holly		7	F	00000	32	25.9 P	3.7	29.6	
Deardorff, Sophia		7	F	00000	39	29.6 P	3.5	33.1	
Delisle, Griffin		7	M	00000	46	33.3 A	3.3	36.7	
Fluhart, Cierra		7	F	00000	59	40.7 A	3.0	43.7	
Gastrich, Rachel		7	F	00000	66	44.4 A	2.8	47.2	
Ginn, Riley		7	M	00000	66	44.4 A	2.8	47.2	
Goodheart, Gage		7	M	00000	59	40.7 A	3.0	43.7	
Hamilton, Brian		7	M	00000	39	29.6 P	3.5	33.1	
Kellerman, Bryce		7	M	00000	85	55.6 A	2.2	57.8	
Kramer, Hailey		7	F	00000	79	51.9 A	2.4	54.3	
Lambert, Kaitlyn		7	F	00000	72	48.1 A	2.6	50.7	
Larison, Sebastian		7	M	00000	72	48.1 A	2.6	50.7	
Laub, Matthew		7	M	00000	72	48.1 A	2.6	50.7	
Mcdonald, Carmen		7	F	00000	59	40.7 A	3.0	43.7	
O Connor, Dre		7	M	00000	46	33.3 A	3.3	36.7	
Olson, Alexandra		7	F	00000	79	51.9 A	2.4	54.3	
Saunders, Griffin		7	M	00000	85	55.6 A	2.2	57.8	
Scheu, Sawyer		7	M	00000	72	48.1 A	2.6	50.7	
Stephen, Alex		7	M	00000	59	40.7 A	3.0	43.7	
HUNT3 *202* **Sci7A**	**27 students**				NCE	32.0 av.%	3.4 av.%	35.4 av.%	
Bauer, Damien		7	M	00000	32	25.9 P	3.7	29.6	
Cook, Hunter		7	M	00000	39	29.6 P	3.5	33.1	
Deleon, Danielle		7	F	00000	39	29.6 P	3.5	33.1	
Eckerle, Emily		7	F	00000	39	29.6 P	3.5	33.1	
Frazier, Brooke		7	F	00000	66	44.4 A	2.8	47.2	
Frost, Olivia		7	F	00000	26	22.2 B	3.9	26.1	
Hance, Mason		7	M	00000	32	25.9 P	3.7	29.6	
Harris, Dakota		7	M	00000	39	29.6 P	3.5	33.1	
Harrison, Julianna		7	F	00000	52	37.0 A	3.1	40.2	
Henderson, Mitchell		7	M	00000	39	29.6 P	3.5	33.1	
Jones, Abigail		7	F	00000	26	22.2 B<	3.9	26.1	
Jowers, Hailey		7	F	00000	19	18.5 B	4.1	22.6	
Khan, Tobias		7	M	00000	32	25.9 P	3.7	29.6	
Martin, Paige		7	F	00000	32	25.9 P	3.7	29.6	
Mattingly, Skylar		7	F	00000	52	37.0 A	3.1	40.2	
O Connor, Courtney		7	F	00000	52	37.0 A	3.1	40.2	
Padgett, Lyndsey		7	F	00000	19	18.5 B	4.1	22.6	
Parker, Shelby		7	F	00000	39	29.6 P	3.5	33.1	
Pindell, Trent		7	M	00000	39	29.6 P	3.5	33.1	

Report C-6 **Key:** Accelerated+; Proficient; Basic; Limited : Flag: -< pg 1 7/10/2014

#C-7 Student Learning Objectives (SLO-TE) Summary (1-2 pages per school)
Shows teacher-class pre- and post-test averages and increases with Teacher Effectiveness ratings based on LEA-determined growth objectives met. *Includes SLO-TE data exporting.*

Pro-Core+ Student Learning Objectives (SLO) Summary

Mayberry Middle Sch

SCHOOL NAME Mayberry Middle Sch

TEACHER - Class #	Subject-Grade	Effectiveness Rating	Total Student Count	Pre-Test av.%	Post-Test av.%	Growth Target %Av	Actual Growth %Av	Objective Met?	
MAYBERRY MIDDLE SCH			**432 students**						
HUNT *200*	**Science 7**	**4 Above Average**	**99 students**	**36.1**	**50.9**	**39.3**	**14.7**	**85.6%**	**83 of 97**
HUNT1 *206*	Science 7	5 Most Effective	21 students	43.4	59.8	46.2	16.4	90.5%	19 of 21
HUNT3 *207*	Science 7	3 Average Effectiveness	26 students	32.1	44.0	35.4	12.0	73.1%	19 of 26
HUNT4 *208*	Science 7	5 Most Effective	10 students	25.9	37.8	29.6	11.9	100.0	10 of 10
HUNT5 *209*	Science 7	5 Most Effective	21 students	45.9	65.3	48.6	19.4	95.2%	20 of 21
HUNT6 *211*	Science 7	3 Average Effectiveness	21 students	28.3	42.5	31.9	13.1	78.9%	15 of 19
KANT *220*	**Soc Studies 7**	**1 Least Effective**	**99 students**	**37.8**	**42.1**	**40.9**	**4.6**	**58.2%**	**53 of 91**
KANT4 *226*	Soc Studies 7	1 Least Effective	20 students	39.2	40.6	42.2	1.4	40.0%	8 of 20
KANT5 *227*	Soc Studies 7	1 Least Effective	18 students	36.2	39.2	39.4	4.5	56.3%	9 of 16
KANT7 *228*	Soc Studies 7	2 Approaching Average	23 students	32.5	39.5	35.9	4.8	65.0%	13 of 20
KANT8 *229*	Soc Studies 7	2 Approaching Average	25 students	40.5	46.1	43.5	5.9	62.5%	15 of 24
KANT9 *231*	Soc Studies 7	3 Average Effectiveness	13 students	41.3	45.1	44.3	7.6	72.7%	8 of 11
MILLS *160*	**Soc Studies 7**	**2 Approaching Average**	**59 students**	**39.5**	**48.0**	**42.5**	**9.0**	**69.1%**	**38 of 55**
MILLS1 *166*	Soc Studies 7	2 Approaching Average	18 students	41.1	47.5	44.1	6.3	66.7%	12 of 18
MILLS2 *168*	Soc Studies 7	2 Approaching Average	17 students	35.7	44.8	38.9	8.8	62.5%	10 of 16
MILLS3 *169*	Soc Studies 7	3 Average Effectiveness	24 students	41.0	50.6	44.0	11.6	76.2%	16 of 21
MILLS *160*	**Soc Studies 8**	**4 Above Average**	**49 students**	**43.4**	**56.2**	**46.3**	**12.8**	**85.7%**	**42 of 49**
MILLS1 *167*	Soc Studies 8	5 Most Effective	27 students	54.2	70.7	56.5	16.4	96.3%	26 of 27
MILLS7 *171*	Soc Studies 8	3 Average Effectiveness	22 students	30.2	38.5	33.7	8.3	72.7%	16 of 22
SMITH *320*	**Science 7**	**4 Above Average**	**65 students**	**35.2**	**48.5**	**38.4**	**13.5**	**85.7%**	**54 of 63**
SMITH5 *327*	Science 7	4 Above Average	24 students	34.6	47.7	37.8	13.1	83.3%	20 of 24
SMITH6 *328*	Science 7	4 Above Average	18 students	35.0	47.9	38.2	13.2	87.5%	14 of 16
SMITH7 *329*	Science 7	4 Above Average	23 students	35.9	49.9	39.1	14.0	87.0%	20 of 23
SMITH *320*	**Science 8**	**1 Least Effective**	**61 students**	**57.4**	**58.8**	**59.6**	**1.4**	**50.8%**	**31 of 61**
SMITH3 *326*	Science 8	1 Least Effective	30 students	70.5	71.0	71.9	0.6	50.0%	15 of 30
SMITH7 *331*	Science 8	1 Least Effective	31 students	44.8	47.0	47.6	2.2	51.6%	16 of 31
		TOTAL Student Counts:	**432**						

Report C-7 **Levels:** 5.Most Effective 90-100; 4.Above Average 80-89; 3.Average 70-79; 2.Approaching Average 60-69; 1.Least Effective 59 or less pg 1 7/10/2014

#C-8 Student Learning Objectives (SLO-TE) Report (alpha sort, grouped by teacher classes)
Shows student pre- and post-test scores, performance codes, and actual increases with Teacher Effectiveness ratings based on LEA-determined growth objectives met. *Includes data exporting*

Pro-Core+ Student Learning Objectives (SLO) Report

SCHOOL NAME Mayberry Middle Sch — **Mayberry Middle Sch**

Hunt1 Sci7
Teacher- Class - Assessment

Student Name	Student ID #	Gr	Gen	SpecCode	Effectiveness Rating	Pre-Test Score	Post-Test Score-Code	Growth Target	Actual Growth	Objective Met?
MAYBERRY MIDDLE SCH	416 students									
HUNT1 *206* **Science 7**	21 students				**5 Most Effective**	43.4 av.%	59.8 av.%	46.2 av.%	16.4 av.%	90.5% 19 of 21
Behymer, Cherish	53283	7	F	00000		37.0	44.4 P	40.2	7.4	Yes
Benzing, Brandon	12521	7	M	00000		63.0	66.7 A	64.8	3.7	Yes
Chandler, Holly	25169	7	F	00000		25.9	63.0 A	29.6	37.0	Yes
Deardorff, Sophia	73455	7	F	00000		29.6	59.3 A	33.1	29.6	Yes
Delisle, Griffin	91560	7	M	00000		33.3	40.7 P	36.7	7.4	Yes
Fluhart, Cierra	72955	7	F	00000		40.7	55.6 A	43.7	14.8	Yes
Gastrich, Rachel	29946	7	F	00000		44.4	66.7 A	47.2	22.2	Yes
Ginn, Riley	58021	7	M	00000		44.4	51.9 A	47.2	7.4	Yes
Goodheart, Gage	56286	7	M	00000		40.7	48.1 A	43.7	7.4	Yes
Hamilton, Brian	51158	7	M	00000		29.6	70.4 A	33.1	40.7	Yes
Kellerman, Bryce	02729	7	M	00000		55.6	66.7 A	57.8	11.1	Yes
Kramer, Hailey	05619	7	F	00000		51.9	74.1 A	54.3	22.2	Yes
Lambert, Kaitlyn	57436	7	F	00000		48.1	55.6 A	50.7	7.4	Yes
Larison, Sebastian	56940	7	M	00000		48.1	70.4 A	50.7	22.2	Yes
Laub, Matthew	20885	7	M	00000		48.1	81.5 A	50.7	33.3	Yes
Mcdonald, Carmen	23435	7	F	00000		40.7	63.0 A	43.7	22.2	Yes
O Connor, Dre	07965	7	M	00000		33.3	59.3 A	36.7	25.9	Yes
Olson, Alexandra	23894	7	F	00000		51.9	44.4 P	54.3	-7.4	No
Saunders, Griffin	18403	7	M	00000		55.6	70.4 A	57.8	14.8	Yes
Scheu, Sawyer	56148	7	M	00000		48.1	48.1 A	50.7	0.0	No
Stephen, Alex	96286	7	M	00000		40.7	55.6 A	43.7	14.8	Yes
HUNT3 *207* **Science 7**	26 students				**3 Average Effectiveness**	32.1 av.%	44.0 av.%	35.4 av.%	12.0 av.%	73.1% 19 of 26
Bauer, Damien	14731	7	M	00000		25.9	51.9 A	29.6	25.9	Yes
Cook, Hunter	05551	7	M	00000		29.6	55.6 A	33.1	25.9	Yes
Deleon, Danielle	43182	7	F	00000		29.6	55.6 A	33.1	25.9	Yes
Eckerle, Emily	25492	7	F	00000		29.6	25.9 B	33.1	-3.7	No
Frazier, Brooke	02015	7	F	00000		44.4	37.0 P	47.2	-7.4	No
Frost, Olivia	22075	7	F	00000		22.2	55.6 A	26.1	33.3	Yes
Hance, Mason	43466	7	M	00000		25.9	29.6 B	29.6	3.7	Yes
Harris, Dakota	72820	7	M	00000		29.6	37.0 P	33.1	7.4	Yes
Harrison, Julianna	30150	7	F	00000		37.0	48.1 A	40.2	11.1	Yes
Henderson, Mitchell	26291	7	M	00000		29.6	44.4 P	33.1	14.8	Yes
Jones, Abigail	66715	7	F	00000		22.2	33.3 B	26.1	11.1	Yes
Jowers, Hailey	93447	7	F	00000		18.5	51.9 A	22.6	33.3	Yes
Khan, Tobias	73574	7	M	00000		25.9	63.0 A	29.6	37.0	Yes
Martin, Paige	08764	7	F	00000		25.9	29.6 B	29.6	3.7	Yes
Mattingly, Skylar	12640	7	F	00000		37.0	44.4 P	40.2	7.4	Yes
O Connor, Courtney	57551	7	F	00000		37.0	37.0 P	40.2	0.0	No
Padgett, Lyndsey	31850	7	F	00000		18.5	40.7 P	22.6	22.2	Yes
Parker, Shelby	56930	7	F	00000		29.6	51.9 A	33.1	22.2	Yes
Pindell, Trent	56700	7	M	00000		29.6	37.0 P	33.1	7.4	Yes
Pope, Maggie	42554	7	F	00000		48.1	48.1 A	50.7	0.0	No

Levels: 5.Most Effective 90-100; 4.Above Average 80-89; 3.Average 70-79; 2.Approaching Average 60-69; 1.Least Effective 59 or less

Report C-8 **Key:** Accelerated+; Proficient; Basic; Limited pg 1 7/10/2014

APPENDIX C
Pro-Core Forms

Whether your school is enrolling students *directly* in the Pro-Core online system or administering Pro-Core paper-pencil diagnostic assessments, you will be emailed an **Order Form** along with a **Data File** spreadsheet *template* to enter student and teacher information to be used for either direct enrollment or for pre-printing scan sheets.

Order Forms (Appendix C-2 and C-3 & C-4)

The Pro-Core Order Form is a Microsoft Word *template*. Responses are selected or typed into the document, saved with your school name, and returned to us by email. Schools administering the Pro-Core "Form A" diagnostic pre-test online will need to fill-out *only* the 1-page form. Schools administering paper-pencil Form A tests will need to fill-out the 2-page form.

Data File template (Appendix C-5)

All schools must submit a data file spreadsheet with the required student, teacher, and class information so that we may enroll students in the online system and/or pre-print student response scan sheets.

Pre-Printed Scan Sheets (Appendix C-6, C-7, C-8)

Student test responses are entered with #2 pencils on separate pre-printed Optical Mark Reader (OMR) scan sheets and sent to us for scoring. A sample pre-printed Teacher Class Cover sheet (one-sided) and Student Response sheet (two-sided, up to 4 tests) are shown. These sheets must not be photocopied. OMR machines will NOT process photocopied sheets.

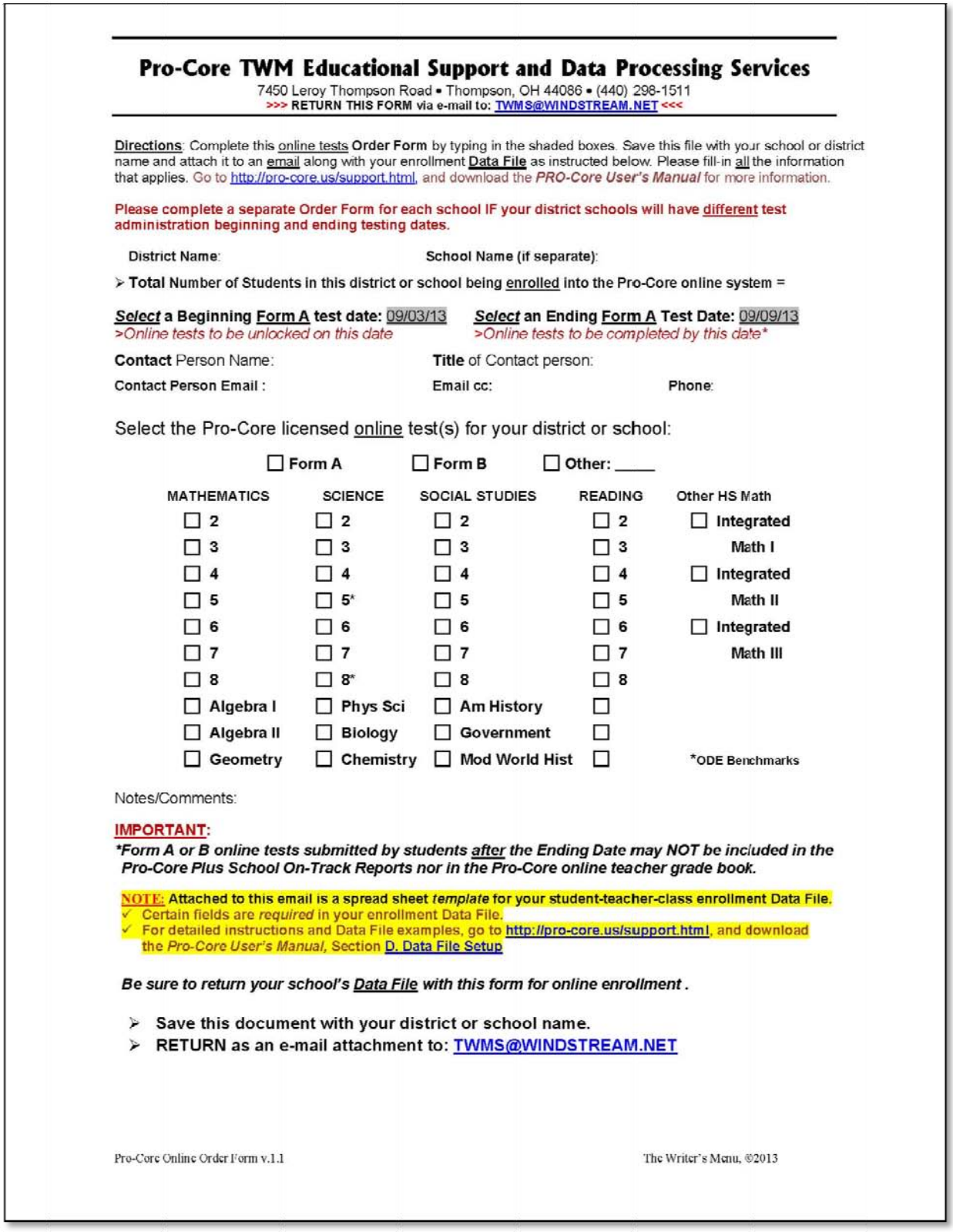
Student Response Sheet for copying (Appendix C-9)

Schools have the option to photocopy and use the special one-sided Student Response Sheet for paper-pencil testing, then have students enter their responses online. Contact Ben Hemingway for further information.

See Sections B and D of this Manual for further information on completing the Pro-Core Order Form and Data File for "web-first" online enrollment.

See Section C of this Manual for further information on ordering pre-printed scan sheets.

Web Testing Online Order Form – (for Direct Online Enrollment)



Pro-Core TWM Educational Support and Data Processing Services

7450 Leroy Thompson Road • Thompson, OH 44086 • (440) 298-1511
>>> RETURN THIS FORM via e-mail to: TWMS@WINDSTREAM.NET <<<

Directions: Complete this online tests Order Form by typing in the shaded boxes. Save this file with your school or district name and attach it to an email along with your enrollment Data File as instructed below. Please fill-in all the information that applies. Go to http://pro-core.us/support.html, and download the *PRO-Core User's Manual* for more information.

Please complete a separate Order Form for each school IF your district schools will have different test administration beginning and ending testing dates.

District Name: School Name (if separate):

➢ Total Number of Students in this district or school being enrolled into the Pro-Core online system =

Select a Beginning Form A test date: 09/03/13
>Online tests to be unlocked on this date

Select an Ending Form A Test Date: 09/09/13
*>Online tests to be completed by this date**

Contact Person Name: Title of Contact person:

Contact Person Email : Email cc: Phone:

Select the Pro-Core licensed online test(s) for your district or school:

☐ Form A ☐ Form B ☐ Other: ____

MATHEMATICS	SCIENCE	SOCIAL STUDIES	READING	Other HS Math
☐ 2	☐ 2	☐ 2	☐ 2	☐ Integrated
☐ 3	☐ 3	☐ 3	☐ 3	Math I
☐ 4	☐ 4	☐ 4	☐ 4	☐ Integrated
☐ 5	☐ 5*	☐ 5	☐ 5	Math II
☐ 6	☐ 6	☐ 6	☐ 6	☐ Integrated
☐ 7	☐ 7	☐ 7	☐ 7	Math III
☐ 8	☐ 8*	☐ 8	☐ 8	
☐ Algebra I	☐ Phys Sci	☐ Am History	☐	
☐ Algebra II	☐ Biology	☐ Government	☐	
☐ Geometry	☐ Chemistry	☐ Mod World Hist	☐	*ODE Benchmarks

Notes/Comments:

IMPORTANT:

Form A or B online tests submitted by students after the Ending Date may NOT be included in the Pro-Core Plus School On-Track Reports nor in the Pro-Core online teacher grade book.

NOTE: Attached to this email is a spread sheet *template* for your student-teacher-class enrollment Data File.
✓ Certain fields are *required* in your enrollment Data File.
✓ For detailed instructions and Data File examples, go to http://pro-core.us/support.html, and download the *Pro-Core User's Manual*, Section D. Data File Setup

Be sure to return your school's Data File with this form for online enrollment .

➢ Save this document with your district or school name.
➢ RETURN as an e-mail attachment to: TWMS@WINDSTREAM.NET

Pro-Core Online Order Form v.1.1 The Writer's Menu, ©2013

Scan Sheet Paper-Pencil Testing Order Form – page 1 (For Pre-printing Scan Sheets)

Pro-Core TWM Educational Support and OMR Scanning Services

7450 Leroy Thompson Road • Thompson, OH 44086 • (440) 298-1511
>>> RETURN THIS FORM via e-mail to: TWMS@WINDSTREAM.NET <<<

Directions: Complete this paper-pencil tests Order Form (2 pages) by typing in the shaded boxes. Save this file with your school or district name and attach it to an email along with your Data File as instructed below. Please fill-in all the information that applies. Incomplete information will delay your school's startup in the **Pro-Core (P-C)** system. Go to http://pro-core.us/support.html, and download the ***PRO-Core User's Manual*** for more information.

IMPORTANT: Please complete a separate Order Form for each school IF you are ordering scan sheets or paper tests shipped to different building addresses.

District Name: **School Name (if separate)**:

➢ **Total Number of Students in this district or school being enrolled into the Pro-Core online system =**

➢ **Select ONE Enrollment option:**

- ☐ 1. We want "web enrollment" of our students and teachers in the P-C online system. We will also be ordering P-C *pre-printed* scan sheets for the same groups of students in the same subject classes. *see* *Note *below*
- ☐ 2. We want "web enrollment" of our students and teachers in the P-C online system. We will also be ordering P-C *pre-printed* scan sheets for only some subjects and grades or for only some of the web-enrolled students.*
- ☐ 3. We want to administer Pro-Core paper-pencil tests first *using pre-printed scan sheets*. We will ship our test response scan sheets in the order we want students and teachers *enrolled later* in the P-C online system.

*NOTE: *Web enrollment does NOT allow use of the P-C system until after the Form A pre-tests are administered*

➢ **Select ONE Data File option:**

- ☐ 1. The Data File we are sending is for "web enrollment" of our students and teachers in the P-C online system. Use this same data file for *pre-printing* student and teacher scan sheets for P-C testing. ***see below*
- ☐ 2. The Data File we are sending is for "web enrollment" of our students and teachers in the P-C online system. Wait until (date), then use the online enrollment data to *pre-print* student and teacher scan sheets. ***
- ☐ 3. The Data File we are sending is for "web" enrollment of our students and teachers in the P-C online system. We will send a new or modified data file on (date) to *pre-print* student and teacher scan sheets.***
- ☐ 4. The Data File we are sending is for ordering pre-printed scan sheets for the P-C paper-pencil tests only. ***

FORM A* *paper-pencil* Testing Date: 09/02/13 *[select]*
*Initial Testing Date for pre-test at the beginning of school year.

FORM B *paper-pencil* Testing Date:** 01/02/14 *[select]*
**Follow-up Testing Date for interim or post-test, given later in year.

Ship to Building Name:

Ship to Address: **City:** **State:** **Zip:**

Contact Person: **Title** of Contact person:

Email: **Email cc:** **Phone**:

Special Shipping/Delivery instructions:

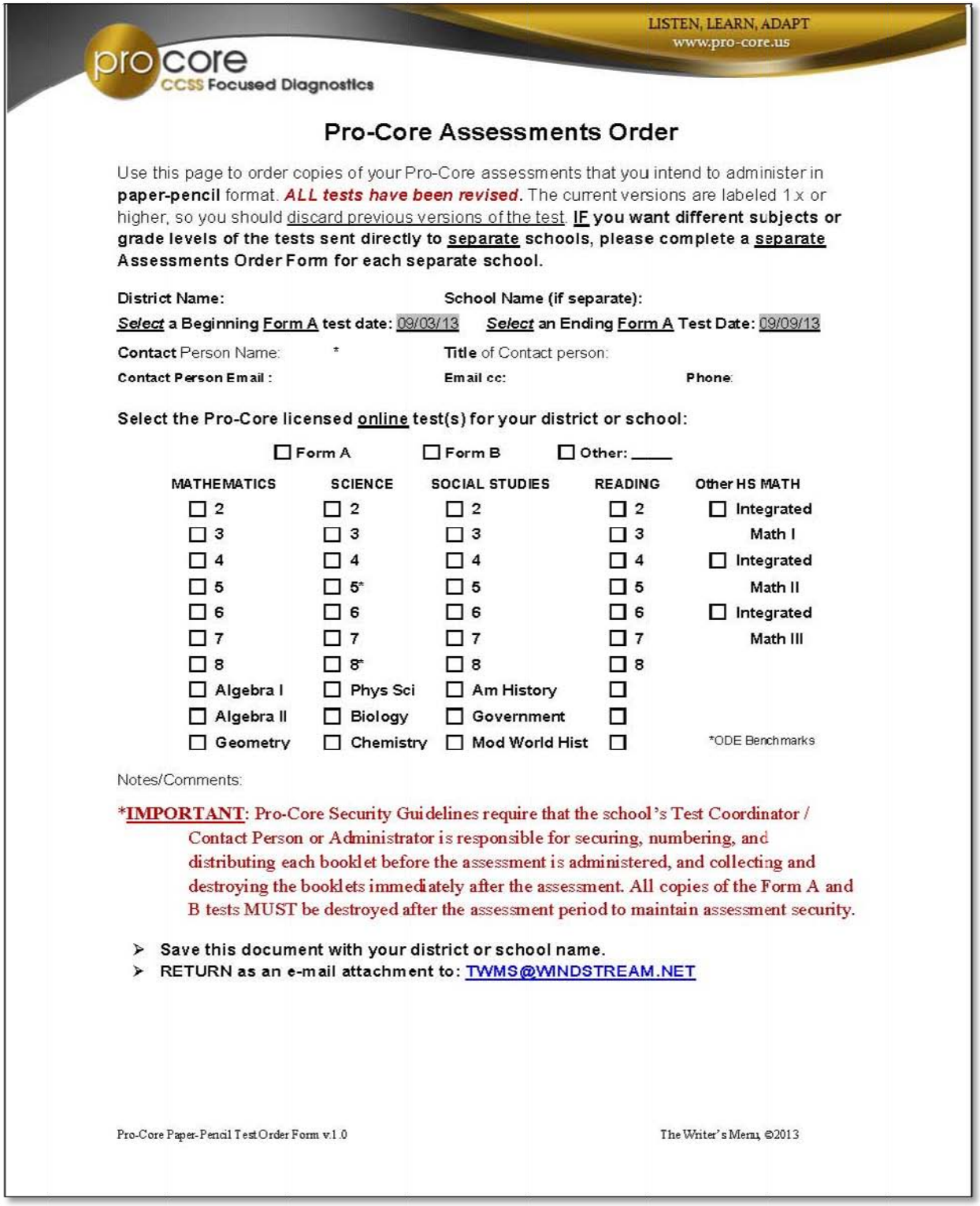
Enter below, the number of Student Records, *and estimate the maximum number of pre-printed* P-C Student Response Scan Sheets--*if needed*		*Enter below, the number of Teacher Names, and estimate the maximum number of pre-printed* P-C Teacher Cover Scan Sheets--*if needed*	
Total Number of *unique* **Student Records** included in the attached Data File	Total *Pre-Printed* **Student Response Scan Sheets** needed	Total Number of *unique* **Teacher Names** or individual teacher classes to be enrolled	Total *Pre-Printed* **Teacher Cover Scan Sheets** needed

- Number of extra ***non-pre-printed* Student Response scan sheets** for P-C paper-pencil testing (only).
- Number of extra ***non-pre-printed* Teacher Cover scan sheets** for P-C paper-pencil testing (only).

NOTE: Attached to this email is a spread sheet *template* for your student-teacher-class Data File.
✓ **Certain fields are *required* in your Data File.**
✓ **For detailed instructions and Data File examples, go to http://pro-core.us/support.html, and download the *Pro-Core User's Manual*, Section D. Data File Setup**
***Data files submitted less than three weeks prior to your PRO-Core paper-pencil testing date may result in additional processing and shipping charges.**

Pro-Core Paper-Pencil Test Order Form v.1.0 The Writer's Menu, ©2013

Scan Sheet Paper-Pencil Testing Order Form – page 2



LISTEN, LEARN, ADAPT
www.pro-core.us

pro core
CCSS Focused Diagnostics

Pro-Core Assessments Order

Use this page to order copies of your Pro-Core assessments that you intend to administer in **paper-pencil** format. ***ALL tests have been revised.*** The current versions are labeled 1.x or higher, so you should discard previous versions of the test. **IF you want different subjects or grade levels of the tests sent directly to separate schools, please complete a separate Assessments Order Form for each separate school.**

District Name: **School Name (if separate):**

Select **a Beginning Form A test date:** 09/03/13 ***Select*** **an Ending Form A Test Date:** 09/09/13

Contact Person Name: * **Title** of Contact person:

Contact Person Email : **Email cc:** **Phone:**

Select the Pro-Core licensed online test(s) for your district or school:

☐ Form A ☐ Form B ☐ Other: ____

MATHEMATICS	SCIENCE	SOCIAL STUDIES	READING	Other HS MATH
☐ 2	☐ 2	☐ 2	☐ 2	☐ Integrated
☐ 3	☐ 3	☐ 3	☐ 3	Math I
☐ 4	☐ 4	☐ 4	☐ 4	☐ Integrated
☐ 5	☐ 5*	☐ 5	☐ 5	Math II
☐ 6	☐ 6	☐ 6	☐ 6	☐ Integrated
☐ 7	☐ 7	☐ 7	☐ 7	Math III
☐ 8	☐ 8*	☐ 8	☐ 8	
☐ Algebra I	☐ Phys Sci	☐ Am History	☐	
☐ Algebra II	☐ Biology	☐ Government	☐	
☐ Geometry	☐ Chemistry	☐ Mod World Hist	☐	*ODE Benchmarks

Notes/Comments:

*__IMPORTANT__: Pro-Core Security Guidelines require that the school's Test Coordinator / Contact Person or Administrator is responsible for securing, numbering, and distributing each booklet before the assessment is administered, and collecting and destroying the booklets immediately after the assessment. All copies of the Form A and B tests MUST be destroyed after the assessment period to maintain assessment security.

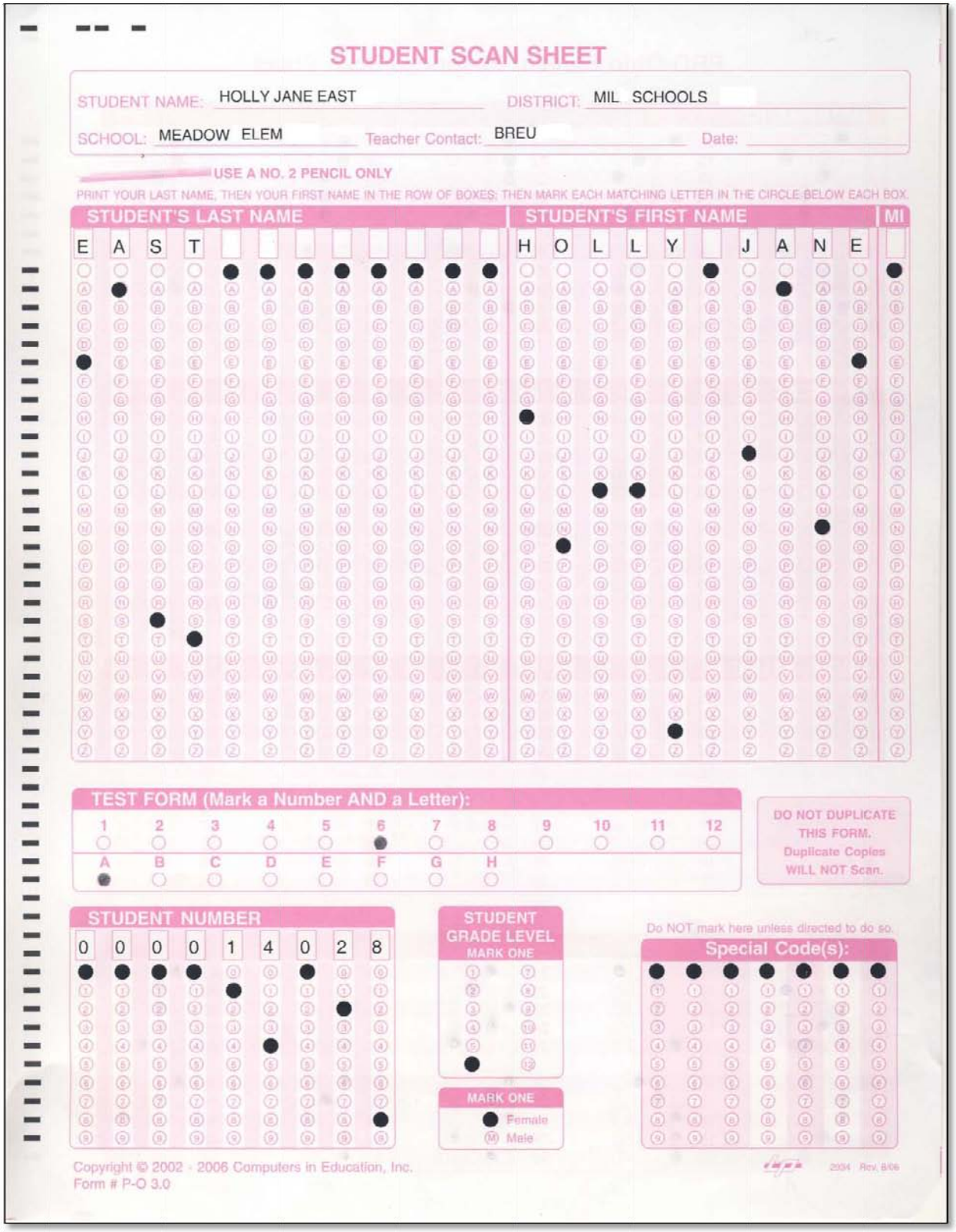
- **Save this document with your district or school name.**
- **RETURN as an e-mail attachment to: TWMS@WINDSTREAM.NET**

Pro-Core Paper-Pencil Test Order Form v.1.0 The Writer's Menu, ©2013

Pro-Core Data File – with sample student, teacher, and class information

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	Columns A - G are "minimum" fields REQUIRED in your school test Data File							Columns H - K are "optional" information fields				Demographic-Subgrouping Codes: Should include				
2	for Pro-Core scan sheet paper-pencil tests reports information							BUT ARE REQUIRED for direct online enrollment				Subject & Grade information in Column K for accuracy				
3	District Name	School Name	Student Last Name	Student First Name	Student ID Number	Student Gender	Student Grade	Class Teacher Last Name only	Teacher First Initial (for duplicate names)	Class Period--if applicable (#1-9)	Test Form Subject & Grade only	Subgroup1: Ethic/Racial Indicator	Subgroup2: LEP Indicator	Subgroup3: Disadvantaged Indicator	Subgroup4: Special Ed Indicator	Subgroup5: Gifted Indicator
4	Your District	Your School	Baken	Aaron	181671	M	8	Smith	B	2	M8	2	N	N	N	Y
5	Your District	Your School	Canter	Adam	182015	M	8	Smith	B	2	M8	1	N	N	N	N
6	Your District	Your School	Martino	Jesse	190544	M	8	Smith	B	2	M8	1	Y	3	Y	N
7	Your District	Your School	Caballo	Yvonne	188601	F	8	Smith	B	2	M8	3	L	2	N	N
8	Your District	Your School	Spaulding	Sam	187899	M	8	Smith	B	2	M8	1	N	N	Y	N
9	Your District	Your School	Spaulding	Sam	187899	M	8	Bowman		1	R8	1	N	N	N	Y
10	Your District	Your School	Weber	William	190254	M	8	Bowman		1	R8	2	N	N	Y	N
11	Your District	Your School	Burge	Allen	181465	M	8	Bowman		1	R8	2	N	N	N	N
12	Your District	Your School	Harris	Amanda	183778	F	7	Smith	P	4	C7	4	N	N	N	Y
13	Your District	Your School	Sharpen	Alice	179116	F	7	Smith	P	4	C7	3	N	N	N	N
14	Your District	Your School	Silvers	Anastasia	189292	F	7	Smith	P	4	C7	5	Y	2	Y	N
15	Your District	Your School	Heisley	Ashley	190681	F	7	Smith	P	4	C7	1	N	1	N	N
16																
17	Notes: [Colors and shading are for this sample only. They are NOT required in your data file.]															
18	Column E: Student ID must be unique, and match the ID number on the student's response sheet. Up to 9 digits.															
19	Column I: Teacher First Name INITIAL--Required for enrollment if two teachers in the school have the same last name															
20	Column J: Class Period (#1-9)--Needed for enrollment to identify different classes if the teacher has more than one class in the same subject.															
21	Column K: Test Form--Subject and Grade. Preferred abbreviations: Math=M; Sci=S; SocSt=C; Read=R [Required for "early enrollment"]															
22	Columns L-P: Demographic Subgrouping Codes in this sample are based on codes used in EMIS student data records.**															
23	Rows 8 and 9: Example of two records for the same student: with different teachers and/or different tests (subjects) and/or different demographics.															
24																
25	The order of COLLECTION and grouping of student response scan sheets will determine how the report groups are generated.															
26	The Teacher Cover Sheet over a group of Student Scan Sheets determines each teacher-class grouping report.															
27																
28	**FOR MORE INFORMATION see the **Pro-Core User's Manual, Section B:**															
29	"Data Needed for Generating Student and Teacher Information on Pro-Core Reports"															
30	GO TO the Pro-Core website, Support Page: http://www.pro-core.us/support.html															
31	.															
32	.															
33	.															
34	.															

***Sample* Student Response Sheet for paper-pencil test: Side 1-- Student Information**



STUDENT SCAN SHEET

STUDENT NAME: HOLLY JANE EAST DISTRICT: MIL SCHOOLS

SCHOOL: MEADOW ELEM Teacher Contact: BREU Date:

USE A NO. 2 PENCIL ONLY

PRINT YOUR LAST NAME, THEN YOUR FIRST NAME IN THE ROW OF BOXES; THEN MARK EACH MATCHING LETTER IN THE CIRCLE BELOW EACH BOX.

STUDENT'S LAST NAME: E A S T

STUDENT'S FIRST NAME: H O L L Y J A N E

MI

TEST FORM (Mark a Number AND a Letter): 6 A

DO NOT DUPLICATE THIS FORM. Duplicate Copies WILL NOT Scan.

STUDENT NUMBER: 0 0 0 0 1 4 0 2 8

STUDENT GRADE LEVEL MARK ONE: 12

MARK ONE: Female

Do NOT mark here unless directed to do so.

Special Code(s):

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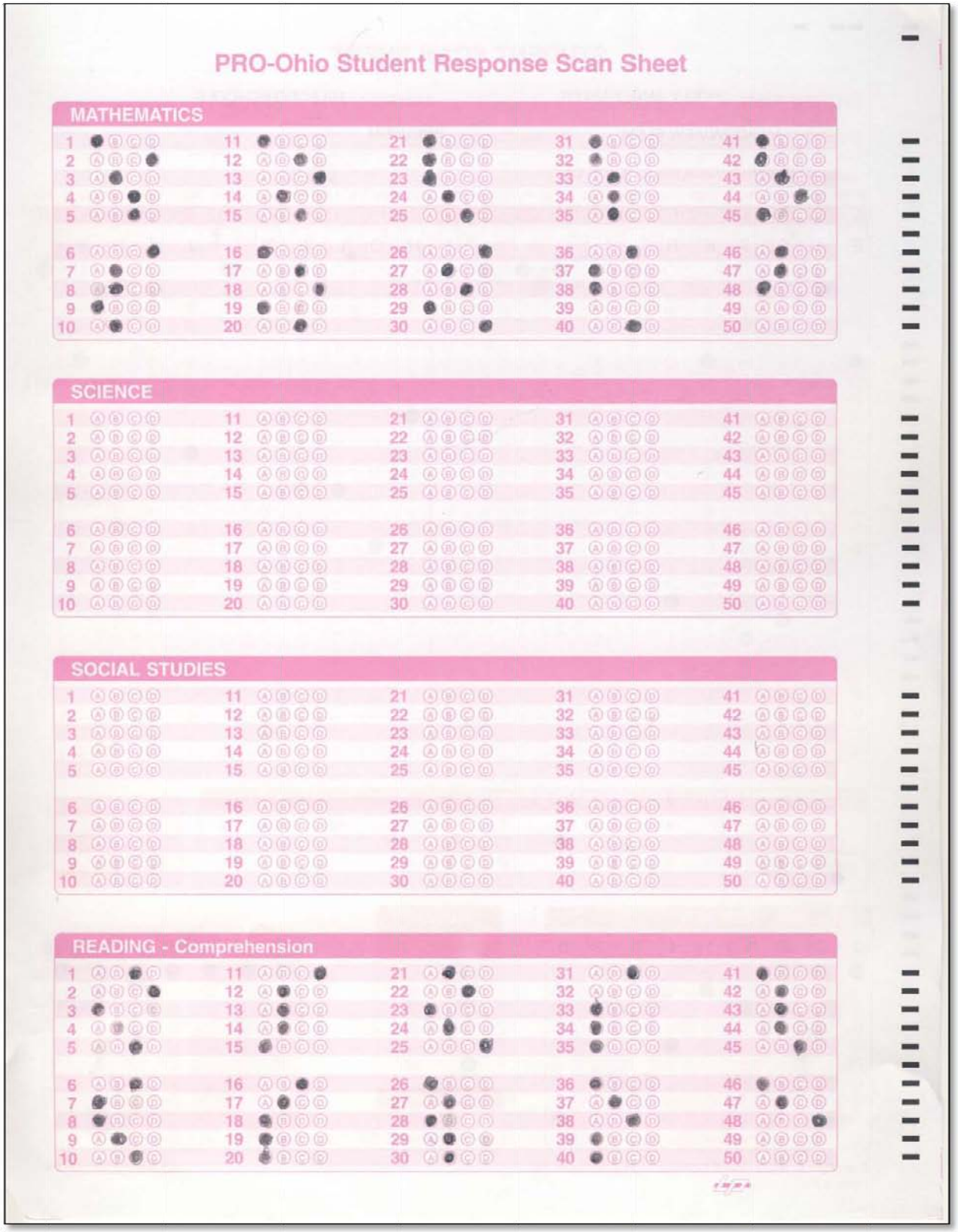
Form # P-O 3.0

2004 Rev. 8/06

***Sample* Student Response Sheet – Side 2 for Student responses (up to 4 subjects)**



PRO-Ohio Student Response Scan Sheet

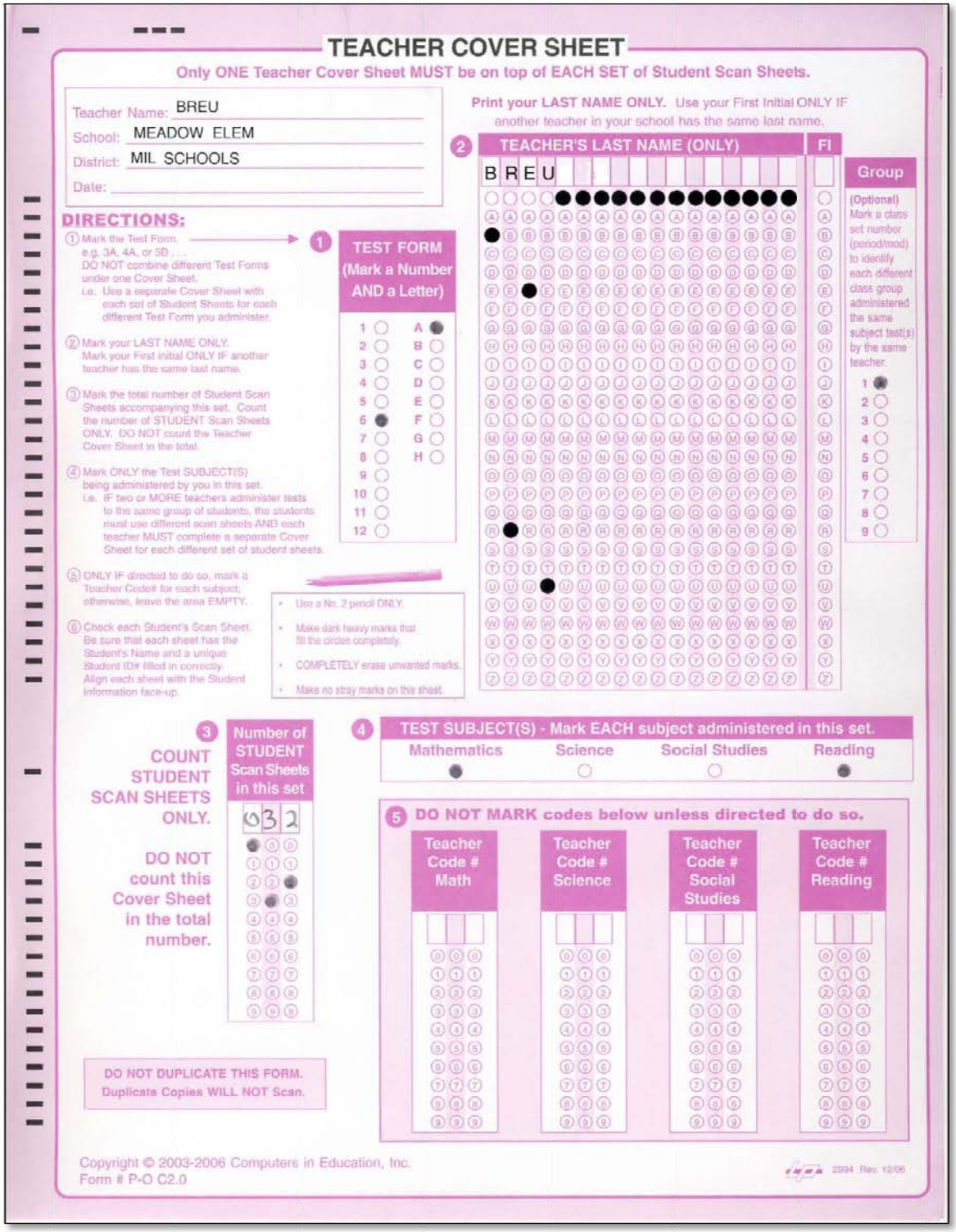
MATHEMATICS

SCIENCE

SOCIAL STUDIES

READING - Comprehension

<u>Teacher</u>-Class Scan Sheet to be placed over each separate teacher class group.



TEACHER COVER SHEET

Only ONE Teacher Cover Sheet MUST be on top of EACH SET of Student Scan Sheets.

Teacher Name: BREU
School: MEADOW ELEM
District: MIL SCHOOLS
Date:

Print your LAST NAME ONLY. Use your First Initial ONLY IF another teacher in your school has the same last name.

2 TEACHER'S LAST NAME (ONLY) — B R E U — FI

Group (Optional) Mark a class set number (period/mod) to identify each different class group administered the same subject test(s) by the same teacher. 1

DIRECTIONS:

1. Mark the Test Form. e.g. 3A, 4A, or 5D . . . DO NOT combine different Test Forms under one Cover Sheet. i.e. Use a separate Cover Sheet with each set of Student Sheets for each different Test Form you administer.
2. Mark your LAST NAME ONLY. Mark your First initial ONLY IF another teacher has the same last name.
3. Mark the total number of Student Scan Sheets accompanying this set. Count the number of STUDENT Scan Sheets ONLY. DO NOT count the Teacher Cover Sheet in the total.
4. Mark ONLY the Test SUBJECT(S) being administered by you in this set. i.e. IF two or MORE teachers administer tests to the same group of students, the students must use different scan sheets AND each teacher MUST complete a separate Cover Sheet for each different set of student sheets.
5. ONLY IF directed to do so, mark a Teacher Code# for each subject; otherwise, leave the area EMPTY.
6. Check each Student's Scan Sheet. Be sure that each sheet has the Student's Name and a unique Student ID# filled in correctly. Align each sheet with the Student information face-up.

1 TEST FORM (Mark a Number AND a Letter) — 6 A

- Use a No. 2 pencil ONLY.
- Make dark heavy marks that fill the circles completely.
- COMPLETELY erase unwanted marks.
- Make no stray marks on this sheet.

3 COUNT STUDENT SCAN SHEETS ONLY. DO NOT count this Cover Sheet in the total number. — Number of STUDENT Scan Sheets in this set: 032

4 TEST SUBJECT(S) - Mark EACH subject administered in this set. — Mathematics ● Science ○ Social Studies ○ Reading ●

5 DO NOT MARK codes below unless directed to do so. — Teacher Code # Math | Teacher Code # Science | Teacher Code # Social Studies | Teacher Code # Reading

DO NOT DUPLICATE THIS FORM. Duplicate Copies WILL NOT Scan.

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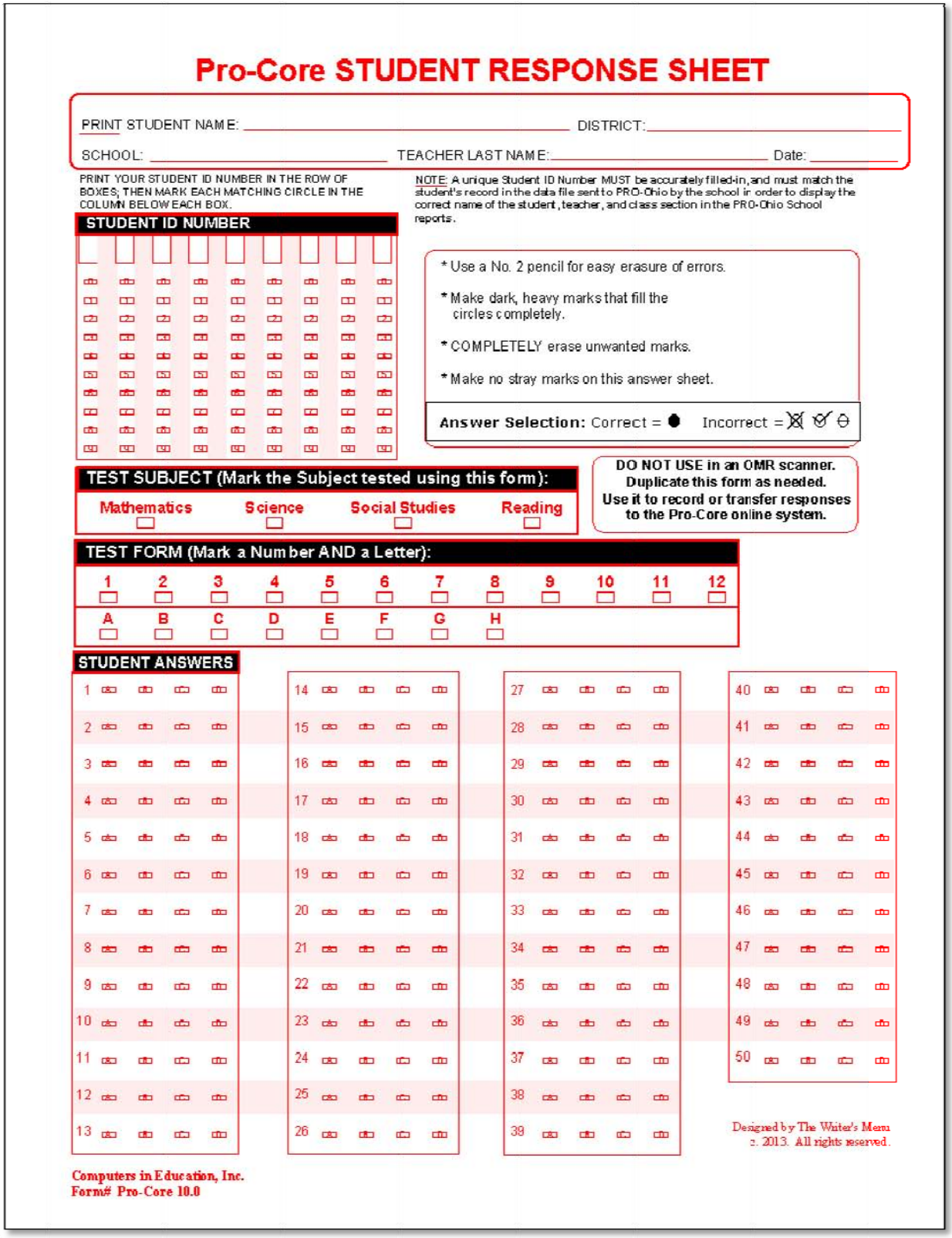
Form # P-O C2.0

2994 Rev. 12/06

This Student Response Sheet may be photocopied for transfer of responses online.



Pro-Core STUDENT RESPONSE SHEET

PRINT STUDENT NAME: _____ DISTRICT: _____

SCHOOL: _____ TEACHER LAST NAME: _____ Date: _____

PRINT YOUR STUDENT ID NUMBER IN THE ROW OF BOXES; THEN MARK EACH MATCHING CIRCLE IN THE COLUMN BELOW EACH BOX.

NOTE: A unique Student ID Number MUST be accurately filled-in, and must match the student's record in the data file sent to PRO-Ohio by the school ir order to display the correct name of the student, teacher, and class section in the PRO-Ohio School reports.

STUDENT ID NUMBER

- * Use a No. 2 pencil for easy erasure of errors.
- * Make dark, heavy marks that fill the circles completely.
- * COMPLETELY erase unwanted marks.
- * Make no stray marks on this answer sheet.

Answer Selection: Correct = ● Incorrect = ⊗ ✓ ⊖

TEST SUBJECT (Mark the Subject tested using this form):

Mathematics ☐ Science ☐ Social Studies ☐ Reading ☐

DO NOT USE in an OMR scanner. Duplicate this form as needed. Use it to record or transfer responses to the Pro-Core online system.

TEST FORM (Mark a Number AND a Letter):

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐

STUDENT ANSWERS

1 2 3 4 5 6 7 8 9 10 11 12 13

14 15 16 17 18 19 20 21 22 23 24 25 26

27 28 29 30 31 32 33 34 35 36 37 38 39

40 41 42 43 44 45 46 47 48 49 50

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Computers in Education, Inc.
Form# Pro-Core 10.0

Test Printing Order Form